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UNIVERSITY OF ALBERTA

Concept Mapping and the Role of the Junior and Senior High School Counsellor

by

Sheree G. Rankin ©

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
AND RESEARCH IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE DEGREE OF
MASTER OF EDUCATION
IN
COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA
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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Concept Mapping and the Role of the Junior and Senior High School Counsellor submitted by Sheree G. Rankin in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION in COUNSELLING PSYCHOLOGY.

Peter Calder
Dr. P. Calder

Paterson
Dr. J. Paterson

Dr. Frank Peters

Date: November 26, 1993

DEDICATION

This thesis is dedicated to our son Jordan who, in his short life, brought me so much joy and taught me so much about patience, caring and love.

Abstract

The purposes of this study were to provide a comprehensive and field-generated perspective on the role of the school counsellor, to assess which tasks performed by counsellors they felt it would be important to include in a counsellor training program, and to highlight themes of activities that could be addressed in developing a field-responsive counsellor education curriculum. The results from an initial survey, asking counsellors to list all the tasks they perform in their roles as school counsellors, were used to develop a second survey which asked counsellors to rate the frequency of the tasks performed, and the priority that each task should have for inclusion in a school counsellor education program. A concept mapping technique was utilized in order to highlight themes of activities that could be addressed in the development of a field-responsive school counsellor education curriculum. Results suggest that several themes of activities should be addressed in developing a counsellor education curriculum that is responsive to the needs of secondary school counsellors. Interpersonal counselling with students, consultation with parents and staff, career/academics, and group counselling and program development, were the themes considered to be a high priority for the development of curricula for a school counsellor education program which would meet the practical needs of secondary school counsellors.

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Chapter 1

Introduction

School systems in Alberta have been faced with ever-increasing and changing demands from society over the past couple of decades. Pressures created by community expectations, special interest groups, "at risk" problems of many students, and demands on the curriculum are compounded by continued cutbacks that result in an overloaded work situation for the majority of school employees (Tennyson, et al, 1989). Burke and Wolpin (1985) suggest that student stress in response to a variety of factors related to social change could threaten public school education in Canada.

With increasing numbers of students being faced with difficult and complex decisions, lifestyles and living situations, many of the demands being placed on schools relate to the psychological and emotional needs of these students. Often, many of the tasks related to dealing with these types of psychological and social needs are relegated to the domain of the school counsellor. School counsellors are being asked to assist with a myriad of tasks, such as dealing with the more difficult learning and behavioral problems that certain students experience, consulting with teachers and parents, and performing administrative tasks within schools.

Clearly, school counsellors are being asked to take on responsibilities and to perform duties that are changing considerably over time in order to meet the changing psychological and emotional needs of the students within their schools. As well, school counsellors must attempt to meet the expectations of administrators, teachers, parents, and the general community. Accoring to Gora and Hague (1990), "increasingly diverse student problems and the current economic situation have made the need for effective school counselling services even more critical than in the past" (p.6).

As the role of the school counsellor changes and evolves in response to needs and expectations within the education system, it becomes increasingly important for counsellor education programs to provide training that will adequately prepare future school counsellors to perform the duties that will be required of them. Many studies have suggested that there is a discrepency between the training or education that school counsellors receive, and the real life job requirements these counsellors are faced with in schools (Gora & Hague, 1990; Mendaglio & Altmann, 1988; Skinner, 1985; Tennyson et al, 1989). It would appear that there is a definite need for the education of school counsellors to become more relevant to the practical realities of the tasks currently facing these counsellors.

In order to develop and provide field-responsive curricula and educational programs, it is necessary to first systematically ascertain what exactly is happening in the field. There has been considerable research done examining the perceptions that groups such as students, parents, principals and counsellor educators have regarding the role of the school counsellor (Daley, 1986; Kessman, 1984; O'Connell, 1987; Remley & Albright, 1988; Wehmeyer, 1983). There has also been a great deal of research done which has involved prescribing what tasks should comprise the role of the school counsellor (Henderson & LaForge, 1989; Kameen et al, 1985; Nelson, 1991; West, 1989). Counsellors themselves have been the subjects of studies examining their roles in schools (Dick, 1993; Tennyson, Miller, Skovholt & Williams, 1989). To date, however, school counsellors as a group have not been asked to comprehensively describe the tasks that they perform in their job roles.

Therefore, in this study, a sample of school counsellors in Alberta were asked to describe tasks that comprise their roles in schools. These field-generated task lists were then used in the development of a questionnaire which was given to a larger sample of school counsellors. On this second questionnaire, school counsellors were asked to rate the frequency of each duty performed in their roles as counsellors, as well as the priority that they felt each duty should be given in a counsellor training program. These data were then analyzed with reference to curriculum development, using the method of concept mapping (Trochim, 1989a). It was hoped that this method would allow counsellor educators to apply the information gathered in this study to the development of school counsellor education programs. More specifically, with the Department of Educational Psychology at the University of Alberta currently in the process of developing a new counsellor education program for school counsellors, it was hoped that the results of this study might be useful in the development of a program which would be responsive to the needs of the field.

This particular study was delimited to the scope of junior and senior high counselling. However, a study being done concurrently with this one focuses on the area of elementary school counselling (Chorney, 1993). This study also reflects what is currently being done in the schools, and provides results which are somewhat different from other studies which have focused on what "should" be done in schools. The aim of this study was not intended to include a focus on what the role of the school counsellor should be.

Following the introduction is a review of the relevant literature. In Chapter 3 the methodology is reported and in Chapter 4 the results and discussion of the results are presented. The summary, conclusions, and implications for further research are presented in Chapter 5.

Chapter 2

Review of Related Literature

Introduction

In response to the burgeoning importance and variety of tasks which are seen to be part of the responsibility of the school counsellor, considerable research has been done in examining and assessing the role of the school counsellor, and in attempting to describe the types of counsellor education programs that would best train counsellors to fulfill these roles. Those who have done research on the role of the school counsellor have approached the topic in a variety of ways, and this has tended to result in a varying assortment of views from study to study as to the role of the school counsellor.

Role of the School Counsellor

A major concern of past research related to school counselling has revolved around the need for the role of the school counsellor to be more clearly defined. As far back as 30 years ago Shertzer and Stone (1963) argued that school counsellors were experiencing much difficulty due to the general confusion surrounding their roles within schools. More recently, Miller (1988) discusses the need for counsellors to develop a clearer role and function in schools in order to meet the increasing demands of the general public for greater accountability of all segments within the education system. Remley and Albright (1988) also suggest that there is a need for school counsellors to clearly define their role within schools in order to be viewed as effective and necessary professionals by others both within and outside of schools. Skinner (1985) maintains that it has been the school counsellor's "open-ended role description" which has invited the assigning of many "noncounselling" tasks to counsellors, thereby limiting their time available for involvement in direct counselling activities. He suggests that clearer role descriptions for counsellors would lead to clearer expectations from school staff and the community, and greater support for counselling activities within schools.

In a study of 147 junior high level counsellors in Utah, Mauk and And (1991) found that these counsellors listed ill-defined roles as one of the greatest problem areas they faced in their profession. In response to these concerns, considerable research has been involved with an attempt to describe and define the role of the school counsellor.

Some research has focused largely on describing and assessing specific roles or duties performed by school counsellors. Henderson and LaForge (1989) discuss the role of the junior high counsellor in developing, coordinating and implementing teacher-advisor programs. They maintain that the role of coordinator would allow counsellors to have a greater effect on the overall affective atmosphere of the school, and would therefore increase their serviceability and accountability within the school and community.

In a study of school counsellors in the southeast United States (Kameen, Robinson & Rotter, 1985), the role of counsellors as coordinators was examined and tasks related to this role were identified. The results indicated that a majority of counsellors feel that coordination services, such as coordination of parent groups, needs assessments, public relations, program development and guidance committee activities, are important functions and should be given high priority by school counsellors.

Huhn and Zimpfer (1984) looked at the role of counsellors in presenting training for parents of children at the early adolescent stage of development. They maintain that this aspect of the role of school counsellors has the potential to increase counsellor visibility within the larger community, and therefore to increase the accountability of the school counsellor to the general public.

In an entirely different focus, Skinner (1985) examined the role school counsellors with regard to their involvement with special education students. He proposed that direct involvement with special education students is an essential function of the school counsellor. Herring (1990) focuses on what he feels is another essential part of the counselling role, and that is the role of the school counsellor in suicide prevention.

There is clearly some discrepency in the views of these researchers as to what is the essential role of the school counsellor. Although these studies provide useful information about specific aspects of the school counsellor role, they do not provide a very comprehensive view of the more encompassing role performed by school counsellors. Without a more comprehensive view, the perspective of how important a particular duty may be in the overall job role of the school counsellor is lost.

Other writers have chosen to focus their research on the perceptions held by other groups of the role of the school counsellor. In one study, O'Connell (1987) compared the current perceptions and ideal expectations of junior high counsellors by junior high school principals, teachers and counsellors, and found significant differences between the three groups as to their current perceptions of the role of the school counsellor. Kessman (1984) also found significant differences between groups when he compared the perceptions of junior high principals, counsellors, teachers, and professors of counselling and of special education, of the role of counsellors serving learning disabled students.

When Daley (1986) looked at the role of school counsellors in Baltimore County, as perceived by middle school principals, guidance department chairs and counsellors, he found no significant differences in their role perceptions. All groups in this study suggested that counselling functions, program planning and development functions were the most desirable, and coordination role functions the least desirable aspects of the role of school counsellors. Remley and Albright (1988) also found no significant differences between groups when they interviewed junior high students, parents, teachers and principals to determine their perceptions of the role of junior high counsellors. All groups interviewed felt that counsellors spent a large portion of their time assisting students with personal problems, and they all indicated that this trend should continue. As well, all of the groups except principals suggested that counsellors should spend less of their time performing various administrative tasks.

In another study, sponsored by the Missouri Department of Elementary and Secondary Education Guidance Section, Hughey, Gysbers and Starr (1993) again found little difference in the perceptions held by students, parents and teachers of the role of the school counsellor. Students indicated that career planning and exploration, planning high school courses and making decisions were the areas in which they received the most assistance from counsellors. These areas were followed closely by assistance with personal problems. Similarily, parents indicated that their most frequent reasons for talking with a school counsellor about their children involved academic concerns and future career plans, followed by personal, social, or emotional concerns. Teachers also felt that counsellors were mostly involved with individual and small group planning for students concerning their personal, educational, and career goals.

It is evident that there is some discrepancy as to how different groups perceive the role of the school counsellor. Some studies have found significant differences in perceptions between groups, and other studies have reported no significant differences in perceptions between groups. With such little consensus on what these groups perceive to be the role of the school counsellor, it becomes very difficult to draw conclusions from these studies as to what the true nature of the role of the school counsellor may be.

Another major emphasis in the literature relates to looking at what the role of the counsellor in schools should be, rather than what it presently is. In looking to the future, Welch and McCarroll (1993) suggest that the present role and function of the school counsellor will not be able to be maintained on an individual counselling basis. They propose instead that the school counsellor role become that of a resource specialist both within the school and the larger community. A major function of a counsellor within this role would be to connect needs within both the school and larger community with resources. They describe the counsellor as a "community resource specialist", and include tasks such as family and group counselling as being part of the role of this type of school counsellor. Other writers have defined the ideal role of the school counsellor as being an "educational ombudsman", who would assume the responsibility for ensuring that fundamental program components are implemented in schools (George, 1986). Yet others see the role as a coordinator responsible for overseeing all of the affective components of the school system (Mustaine, LaFountain & Pappalardo, 1993).

In a study of one secondary school in British Columbia (Dolan, 1991) high school students surveyed indicated that they felt that school counsellors should spend more of their time helping students succeed in school and prepare for work rather than counselling for personal problems. In a survey of secondary school counsellors in Minnesota, Tennyson et al (1989) found that most counsellors felt they should be involved more with group counselling, consultation, and developmental assessment tasks, and should spend less time performing administrative functions. In another study, Miller (1988) attempted to determine what tasks counsellors perform in schools that have been recognized as excellent. Both junior high and high school counsellors in these "excellent" schools ranked counselling/consultation, career assistance, and coordination activities as being of the highest priority for any counselling program. Also, both ranked assessment and discipline functions as being of least importance to a counselling program. Another study of the perceptions of school counsellors regarding their role (Kameen, Robinson & Rotter, 1985) found significant differences between what counsellors were doing and what they felt they should be doing. These counsellors felt that they should be less involved with largely administrative tasks such as: disseminating and maintaining educational, occupational, personal, and social information; coordinating testing; coordinating placement of exceptional students; and maintaining educational records. Instead, they felt that they should be more involved in performing tasks such as: conducting needs assessments, developing procedures for a comprehensive guidance program, coordinating public relations, coordinating a guidance committee, coordinating teacher in-service training, and conducting parent groups. Generally, these counsellors perceived counselling, consulting and coordination tasks to be more important than administrative tasks to their roles as school counsellors.

There is obviously a great deal of discrepancy between groups, from area to area, and from study to study as to what the role of the school counsellor is and should be. Clearly, these discrepancies make the job of those who provide training for counsellors very difficult.

Counsellor Education Programs

It is little wonder, with the vast amount of often conflicting research, as well as the often conflicting views of different groups within systems as to the role of the school counsellor, that counsellor education programs have often fallen short of providing the training necessary for school counsellors to adequately perform their jobs.

In a study of counsellor training programs, Tennyson et al (1989) suggest that traditional counsellor training may not provide school counsellors with the skills necessary to perform certain school counselling requirements, such as group counselling, consultation and effective coordination. Other studies have highlighted numerous discrepencies between counsellors' responsibilities and their training with regard to performing specific tasks such as working with exceptional students (Lombana, 1980; Skinner, 1985).

Herman, Robertson and West (1986) studied counsellor preparation needs by questioning Alberta school counsellors and discovered that many perceived training needs existed. In their study of school counsellors' perceptions of their effectiveness, Gora and Hague (1990) found that school counsellors within one school district in Alberta felt that they needed further training in the areas of behavior management, family counselling and crisis counselling. The results of a Task Force on School Guidance and Counselling by Alberta Education in 1981 suggested that there was a considerable discrepancy between what school counsellors were being trained to do, and the duties they were being required to perform in schools. More recently, in describing the counselling program at the University of Calgary, Mendaglio and Altmann (1988) discuss what they feel is a gap between counsellor training and the reality of school counselling practice, and suggest that there is a need for a more specialized and practical program for school counsellors.

There is an evident need for education progams that will provide adequate training for those endeavoring to fill the role of school counsellors. Clearly, in order to better train school counsellors to meet the requirements of their positions, counselling programs that are more field-responsive need to be developed. In order to provide field-responsive counselling programs, it is important to first ascertain what exactly it is that counsellors are doing in schools.

An assessment of this nature should involve several important considerations. First, a study in which the role of the school counsellor is examined should be comprehensive in nature. The totality of duties involved in the job of school counselling should be listed, before decisions related to the priority of teaching certain duties can be made. It would also seem to make sense that the best way to gather accurate information about the duties counsellors are performing in schools would be to ask school counsellors themselves what they are doing, rather than looking at what other groups perceive counsellors are or should be doing. Finally, any type of accurate assessment of the role of the school counsellor needs to be defined according to some sort of territorial boundary. The role of the counsellor in the United States may be quite different from the role of the counsellor in Canada, and likewise, significant differences may be found between different regions within Canada.

With the Department of Educational Psychology at the University of Alberta currently in the process of developing a new counsellor education program for school counsellors aimed at being more responsive to the needs of the field, a survey of the current activities of counsellors would be useful. It would also be beneficial to utilize a method of analyzing or examining the data gathered in such a way that they could easily be related to the development of curricula. In this study, concept mapping was the method utilized for analyzing and examining data gathered regarding the role of the school counsellor in Alberta.

Concept Mapping

The process of concept mapping allows one to objectively categorize items along thematic lines using statistical techniques. It is a relatively new method of structured conceptualization which was developed by William Trochim (1989a) for use by groups in planning and evaluation. Typically, a six step process involving the planning of the study, the generation of statements, the structuring of statements, the representation of statements in the form of concept maps, the interpretation of maps, and the utilization of maps is followed (Trochim, 1989a).

Although concept mapping was initially utilized largely by groups and committees for program planning and evaluation, it has been applied directly to the field of psychology. Recent research has been done in areas such as concept mapping the dysfunctional beliefs of battered women (Calder & Deby, 1992), concept mapping of the problems of remarried families (Phillips, 1993), and concept mapping of the experience of depression (Hernhal, 1993).

Clearly, concept mapping has proven to be a useful technique when doing research in the field of counselling psychology. The use of concept mapping to provide conceptual frameworks for program planning also suggests that it would be a useful technique for curriculum development. In fact, concept mapping has been used in various projects to development curricula, with groups such as a Mental Health Association, a Cooperative Extension, a Community School of Music and Arts, and an Alumni Affairs organization (Trochim, 1989b).

As curriculum planning has usually been based on what "experts" believe should be taught in the area of counsellor education, this has often resulted in the transporting of theories and the teaching of skills that relate more to the practice of psychotherapy than the actual activities that are carried out in schools. It is hoped that this study uniquely demonstrates how concept mapping can be used to assist in planning a curriculum which more accurately reflects the requirements of the role of the school counsellor. The "generation of concepts by participants" design of the concept mapping procedure results in the development of a field-responsive curriculum which better meets the real-life requirements of school counsellors.

Summary

Considerable research has suggested that school counsellors are not always receiving the training they require to best fulfill their complex roles as school counsellors (Dick, 1993; Gora & Hague, 1990; Herman, 1984; Mendaglio & Altmann, 1988; Skinner, 1985; Tennyson et al, 1989). In order to provide appropriate training to meet the needs of future school counsellors, it is important to define what functions and tasks comprise the role of a practicing school counsellor. The aim of the study was therefore, to first provide a comprehensive perspective on the role of the school counsellor, which was based on the views of practicing counsellors in Alberta. School counsellors were also asked to indicate which of the tasks they perform in their roles they felt it would be important to include in a counsellor training program. Finally, a concept mapping technique was utilized in order to highlight themes of activities that could be addressed in developing a counsellor education curriculum that is responsive to the needs in the field.

Chapter 3

Methodology

In this chapter the procedure that was followed in the collection of data used to determine tasks currently relevant to the role of the secondary school counsellor is delineated. As well, the process used in the development of concept maps as a method of organizing this information for potential use in curriculum development in counsellor education programs is described.

Subjects

The initial survey was sent out to 135 Guidance Council members. The Alberta Teachers' Association Guidance Council is the primary source of membership for school counsellors in Alberta. A total of 44 of these initial surveys were returned completed at the time of data analysis. Of these, 6 represented counsellors working solely at the elementary level and were not included for the purposes of this study. The remaining 38 indicated that they were working either at the junior high or high school levels, or at a combination of elementary/junior high, junior high/high or at all three levels.

The second questionnaire was sent out to 250 Guidance Council members. At the time of data analysis, 40 junior high and 45 high school responses had been returned, for a total of 85 secondary school level responses. Again, elementary school counsellor responses were not used for the purposes of this particular study.

Procedure

In order to have access to as representative a sample as possible of Alberta school counsellors, cooperation from the Alberta Teacher's Association (ATA) was sought to allow for the use of the ATA Guidance Council mailing list. It was hoped that the use of random sampling procedures using this mailing list would result in a sample of school counsellors that would adequately reflect the variety of educational backgrounds and levels, experience levels, and different work settings of the overall population of Alberta school counsellors.

The initial questionnaire, developed specifically for the study, was mailed directly to the home addresses of Guidance Council members who were randomly selected from the ATA Guidance Council mailing list. The results of the initial questionnaire were compiled into separate junior high and high school master lists (Appendix A) of counsellor activities from those respondents who indicated that they were working at least partially at the junior high or high school levels. The master lists were then reduced in order to eliminate redundancies (revised master lists, Appendix B). For example, items #97 (make referrals to psychologists), #98 (make referrals to psychiatrists), and #74 (provide...referrals to outside agencies when approached by a parent with questions or concerns...) in the initial Junior High Task List were combined to form item #75 (make referrals to psychologists, psychiatrists, or other outside agencies or personnel) in the revised Junior High Task List. The revised junior high and high school master lists developed from the initial survey were then utilized in the following two ways.

Firstly, individual item sets from the revised junior high and high school master lists were each given to 25 independent sorters to be sorted into themes. Sorters were instructed to place the items into groups in a way that made sense to them. The only restrictions imposed on this process was that sorters were not to place all items into one group, and neither were they to sort each item into individual piles. The sorters used for this task were individuals entering the first year of the newly developed Master's of Education in School Counselling program in the Department of Educational Psychology at the University of Alberta. The sorts were completed and returned previous to the start of the first course in the program for these individuals. The information from these sorts was then analyzed for the development of the concept maps.

Secondly, the revised junior high and high school master lists of activities were used in the development of the second survey/questionnaire. The second survey was mailed to the home addresses of Guidance Council members selected from the ATA Guidance Council mailing list, but did not include names of individuals who had been sent the initial survey.

Both the initial and second sets of surveys included brief descriptions of the purpose of the study, requests for assistance by participating in the study, and stamped return envelopes. Prior to sending out the initial survey, approval for this study was received from the Department of Educational Psychology Ethics committee.

Instruments

The initial survey/questionnaire used in this study was developed specifically for the study. The second survey/questionnaire was developed directly from information gathered on the initial survey (Appendix C).

Initial Survey

The initial questionnaire asked counsellors to list all the duties or activities they perform in their role as school counsellors. Respondents were also asked to indicate the level of school they worked at, the percentage of their workload that was assigned to counselling, the number of years that they had been employed as school counsellors, and their highest level of counsellor training.

Second Survey

The second survey was developed by compiling all the duties or activities listed by respondents in the returned initial surveys into master lists of junior high and high school counsellor tasks. The lists were modified to eliminate redundancies (revised task lists). A Likert-type response format was used in this survey. Respondents were asked to rate each activity on a scale of 1-5, once according to the frequency that they as school counsellors were involved in the activity, and once according to the priority that they felt should be placed in teaching counsellors how to perform that activity. The two scales, frequency and priority, were used in order to see which activities these counsellors were performing the most frequently in their jobs, as well as to see which activities counsellors felt should have the highest priority for inclusion in a school counsellor education program.

On this survey, respondents were required to indicate at what level or levels they were involved with counselling duties. They were also asked to add any tasks that they perform in their duties that were missing from the relevent task list.

Data Analysis

Concept Mapping

Concept mapping is a tool that was originally developed for use by groups in developing conceptual frameworks for planning and evaluation (Trochim, 1989a). In the process developed by Trochim (1989a), six steps are followed in the concept mapping procedure. In this study, Trochim's six steps are followed with some minor adjustments.

In the first step of Trochim's process, the preparation stage, the facilitator is responsible for deciding who the participants will be, and for developing a specific focus for the conceptualization. The focus of this study was determined as being a comprehensive definition of the tasks that comprise the role of a school counsellor in Alberta. It was decided that participants in the study would be selected from the ATA Guidance Council membership list.

The second step of Trochim's process involves the generation of statements by the participants. Generally, the statements are generated in a brainstorming session, and the aim of the session is to cover as much of the conceptual domain of the topic of focus as is possible. As it would be difficult and expensive to gather any significant number of school counsellors from across the province for a brainstorming session, in this study Guidance Council members were approached through the use of the initial survey, and these participants were asked to generate statements describing all of the tasks they perform in their role as school counsellors. After going through approximately twelve of the surveys at both the junior and senior high levels, a saturation point was reached, with no novel responses being found in the rest of the surveys. It was therefore felt that the aim of adequately representing the entire domain of the topic of focus was reached.

The third step of the process involves the structuring or sorting of statements into themes, where statements are printed onto separate item cards, and participants are asked to sort the individual items into piles in whatever way makes sense to them. In Trochim's process this task is usually done by the same participants who initially generated the statements. However, in other studies using the concept mapping procedure (Calder & Deby, 1992; Phillips, 1993) the sorting task has been done by a group other than the group that generated the item lists. In this study, it would have been difficult to have the same group that generated the task lists also do the sorting. A list of names indicating who was sent the initial survey was not kept, and returned surveys were anonymous. Therefore, due to their accessibility, the sorting in this study was done by individuals who were about to begin the new school counselling program at the University of Alberta.

A second task in Trochim's third step involves the rating of each statement, usually using a Likert-type response scale, on such dimensions as importance, priority, effort or expected outcome associated with each statement. In this study, this task was accomplished through the use of the second questionnaire, which was sent out to 250 Guidance Council members, and which asked them to rate the frequency with which they performed each task, and the priority that they felt each task had for inclusion in a school counsellor education program.

In the fourth step, the statements are represented in the form of a concept map, using a combination of multidimensional scaling and cluster analysis techniques. In this study, the representation of the statements in the form of concept maps was accomplished through the use of *The Concept System*, a computerized concept mapping program developed by Trochim (1989c).

Step five of the process involves the interpretation of the concept maps, which is covered in-depth in the discussion of the results in Chapter 4.

The final step of the process involves the utilization of the concept maps. In this stage, the purpose of undertaking the structured conceptualization is looked at in terms of discussing how the results might be used in a planning or evaluation effort. In this study, the concept maps were utilized in relation to curriculum planning for a school counsellor education program, and this is discussed in Chapter 4.

Chapter 4

Results and Discussion

Introduction

In this chapter, the results of the initial and second surveys at both the junior high and high school levels are reported. The concept maps and clusters for both junior and senior school data are also given. A discussion of the results follows.

Initial Survey--Demographic Data

Demographic data from the sample are summarized in Table IV-1. The majority of respondents worked solely at the high school level (44.7%). Junior high/elementary and junior high/high school respondents each represented 18.4% of total respondents. Six people (15.8%) worked solely at the junior high school level and one individual (2.6%) worked at all three levels. With regard to the percentage of total workload that is assigned to counselling, a majority of respondents spent over 75% of their time counselling. Twelve respondents (32.4%) spent between 50 and 75 percent of their time counselling and 5 individuals (13.5%) had a workload of less than 50 percent assigned to counselling. Data on counselling percentage of workload was missing for one individual. With regard to the number of years of employment as a school counsellor, 15 respondents (40.5%) had worked for five years or less. Seven respondents (18.9%) had worked as school counsellors between 6 and 10 years, eight (21.6%) had worked between 11 and 15 years, four (10.8%) had worked between 16 and 20 years, and three individuals (8.1%) had worked as school counsellors for more than 20 years. Data on years of experience was missing for one subject. With regard to the highest level of training attained by respondents, two (5.3%) indicated that they had no formal training. Nine respondents (23.7%) indicated that they had some inservice training. Eleven individuals (28.9%) had completed one year of graduate studies, and 16 (42.1%) had completed at least a master's degree.

Table IV-1
Demographic Data

Variable	Frequency	Percentage
Level(s) Worked at as Counsellor		
Junior High/Elementary	7	18.4
Junior High	6	15.8
Junior High/High	7	18.4
High	17	44.7
All three	1	2.6
Counselling % of Workload		
< 50	5	13.5
50-75	12	32.4
76-100	20	54.1
Years Employed as Counsellor		
0-5	15	40.5
6-10	7	18.9
11-15	8	21.6
16-20	4	10.8
> 20	3	8.1
Highest Level of Counsellor Training		
No formal training	2	5.3
Inservice training	9	23.7
One year graduate studies	11	28.9
Master's degree	16	42.1

N= 38
Data are missing for one respondent regarding percentage of workload and for one respondent regarding years of employment.

Initial Survey--Junior High

There were 21 individuals who provided responses related to tasks they perform as junior high school counsellors. From these survey responses, a master list of 109 tasks was compiled (Appendix A). After analyzing responses from the first eleven surveys, no new responses were found, suggesting that a saturation point had been reached. It was therefore felt that the surveys that were returned adequately represented the concept domain of tasks that junior high school counsellors are currently performing in their job roles. The master list was then analyzed more closely, and was reduced in order to eliminate redundancies. For example, items #58 (plan the administration of each test in the Calgary Board of Education testing program--where tests will be held, who will supervise, room changes necessary for other affected classes), #59 (prepare and distribute in advance teacher directions to help them properly administer standardized group tests), and #60 (prepare tests, answer sheets, pencils, and a class attendance list for each supervising teacher for the CBE testing program) were combined to form item # 43 (plan the administration of group standardized achievement tests, such as CTBS, CCAT) in the revised list. The resulting revised junior high task list (Appendix B) consisted of 86 distinct tasks performed by junior high school counsellors.

Initial Survey--High School

Twenty-five individuals returned surveys with responses that were representative of the high school level. From these surveys, a master list of 121 tasks was compiled (Appendix A). After having gone through twelve surveys, a saturation point was reached, with no novel responses found in the remaining thirteen surveys. Therefore, it was judged that the returned surveys adequately represented the domain of tasks currently being performed by high school counsellors in their job roles. At this point, the master list was reduced in order to eliminate redundancies. For example, items #14 (sexual abuse/assault) and #67 (rape) were combined into item #13 (sexual abuse/assault), and items #59 (maintain trust with students) and #112 (establish trusting relationships with students) were combined into item #89 (establish trusting relationships with students). The resulting revised task list (Appendix B) consisted of 96 tasks which are currently being performed by high school counsellors, and which are representative of this domain.

Second Survey--Junior High

There were a total of 40 responses returned at the junior high level. Although participants were asked to add any new tasks that they perform in their work which were not included on the survey task list, no new responses were given. This lack of any new responses supported the thought that the revised task list adequately represented the domain of tasks currently being performed by junior high school counsellors.

The means and standard deviations for all the items on both the frequency and priority scales of the survey can be found in Table IV-2. On the frequency scale, the means ranged from a low of 1.62 on item #64 (working specifically with sex offenders) to a high of 4.85 on item #53 (be available at parent teacher interviews). On the priority scale, the means ranged from a low of 1.60 (do supervision before school, during lunch, or after school) to a high of 4.88 on items # 59 (personal counselling with suicidal students) and #85 (do crisis intervention).

The means and standard deviations for the 86 items are reported in Table IV-2. The items are grouped into clusters in this table, and an explanation of how this clustering was done and of what the bridging indices mean, is given later in this chapter.

For the purposes of this study, to determine job tasks which would be important to be included in a counsellor education program, it was decided that specific focus should be given to items on both the frequency and priority scales which had means of greater than or equal to 4.00. On the frequency scale, there were 17 items with means of greater than or equal to 4.00. This represents 19.8% of the total number of items. On the priority scale, 23 items had means of greater than or equal to 4.00, representing 26.7% of the total number of junior high items.

Table IV-2

Junior High School Counsellors: Priority, Frequency and Bridging Indices of Items

		Priority		Frequency		
		X	Std. Dev.	X	Std. Dev.	Bridge Index
Cluster 1: Interpersonal Counselling With Students						
85	Do crisis intervention.	4.88	.33	3.97	1.03	.43
59	Personal counselling with suicidal students.	4.88	.4	3.80	1.11	.12
58	Personal counselling for depression.	4.80	.46	3.92	1.07	.11
66	Dealing with students suffering loss such as divorce or death.	4.75	.49	3.67	1.14	.13
68	Counselling for students living in dysfunctional families.	4.72	.45	3.97	1.00	.14
67	Personal counselling for students who have suffered physical, emotional or sexual abuse.	4.70	.52	.65	1.12	.12
57	Personal counselling with self esteem issues.	4.57	.78	4.07	1.07	.11
60	Personal counselling for students struggling with anorexia or bulimia.	4.35	.77	2.80	1.18	.12
76	Personal counselling for students relating to drug and/or alcohol abuse.	4.35	.83	3.5	1.24	.14
1	Do conflict resolution with students.	4.32	.83	4.07	.97	.28
77	Assisting students with time management skills.	3.97	.80	3.72	.96	.44
2	Do conflict resolution between students and teachers in conflict.	3.95	.85	3.35	1.00	.45
64	Working specifically with sex offenders.	3.03	1.31	1.62	.93	.15

Cluster Bridging Index Average--0.21

Cluster 2: Miscellaneous Activities

29	Meet with students who are experiencing academic difficulty in order to develop an action plan for their success.	4.43	.75	4.32	.76	.51
69	Counselling with staff in providing a safe place to vent frustrations.	3.97	1.10	3.40	1.19	.72
17	Provide students with phone numbers or other methods of contacting appropriate sources of assistance in the community.	3.65	1.15	3.75	.98	.84
3	Meet with individual students at their request to assist in career planning.	3.55	1.13	3.30	1.32	.64
36	Respond quickly to teacher referrals by interviewing students to discuss issues raised by the teacher.	3.55	1.52	4.57	.71	.65
49	Arrange for a home room ""buddy"" or two to introduce new students and and help them find their way around.	2.90	1.46	3.42	1.39	.97
65	Assisting students in finding work placements.	2.72	1.11	2.30	1.20	.66

Cluster Bridging Index Average--0.71

Cluster 3: Career/Academic Concerns

11	Meet with students to assist them in making programming decisions.	3.83	1.30	4.35	.83	.54
48	Meet with new students and a parent to complete registration forms, tour the school, and discuss special needs the student may have.	3.43	1.38	3.80	1.18	.54

12	Promote and encourage appropriate students to apply for special programs such as honors, International Baccalaureate, and advanced placement courses.	3.18	1.28	3.22	1.40	.55
23	Set up a career information library which is available to students all year long.	3.05	1.36	3.78	1.46	.53
20	Keep up to date a bulletin board with career information and/or other student services related information.	3.00	1.24	3.58	1.15	.56
22	Maintain a stock of brochures on a wide variety of adolescence and career related topics.	2.85	1.46	4.28	.93	.61

Cluster Bridging Index Average--0.55

Cluster 4: High School and Junior High Transition and Program Planning

4	Provide presentations to grade nine students to give them information they need about high school programming (credit, diplomas, relationship between high school programs and post-secondary opportunities).	3.90	1.39	4.10	1.34	.21
10	Meet with students to complete high school registration forms.	3.43	1.43	4.18	1.20	.26
13	Complete registrations for students applying to special programs.	3.20	1.29	3.33	1.35	.47
50	Contact the previous school of new students for programming information if deemed appropriate.	3.15	1.42	4.07	.86	.49
40	Visit grade six teachers to discuss incoming grade 7's and identify high needs kids.	3.10	1.35	3.50	1.45	.47

8	Arrange a parent meeting to inform them about high school registration and programming procedures.	3.00	1.43	3.45	1.28	.32
15	Communicate with high school counsellors about the appropriateness of specific programs for some individual students.	2.73	1.52	3.25	1.37	.27
9	Process student transfer requests and forward to high schools.	2.70	1.31	3.20	1.52	.30
6	Arrange for (and attend) student tours of their designated high school.	2.53	1.41	2.92	1.47	.27
7	Arrange for presentations by high school counsellors at our school.	2.50	1.45	2.88	1.56	.32
42	Plan a 2 or 3 day transition unit, whereby grade 7's do not start regular classes until after completing a series of activities designed to inform them about life in junior high.	2.48	1.36	1.80	1.34	.51
5	Attend counsellor information meetings at high schools.	2.46	1.23	2.92	1.35	.73
39	Assist with the grade 6 tours of the junior high school.	2.41	1.37	3.28	1.52	.41
38	Visit grade six classes in the spring to show slides (or video) and discuss the changes between grade 6 and 7.	2.38	1.33	3.05	1.57	.30
41	Assist in placing students into homerooms (making up class lists).	2.23	1.33	3.03	1.56	.61
16	Distribute course verifications and timetables when received from high schools.	2.20	1.45	2.88	1.70	.23
14	Update computer records regularly to track which high school each grade nine student is attending, and to ensure each student is registered.	1.98	1.29	2.03	1.42	.26

Cluster Bridging Index Average--0.38

Cluster 5: Coordination Activities/Consultation With Parents

52	Meet with parents or discuss concerns over the phone when they request a conference.	4.32	.73	4.53	.72	.60
75	Make referrals to psychologists, psychiatrists, or other outside agencies or personnel.	4.10	1.08	4.07	.89	.76
53	Be available at parent teacher interviews.	3.99	1.41	4.85	.53	.58
56	Organize programs for parents on a variety of topics of interest to them.	3.33	1.27	2.85	1.44	.63
25	Plan and run Peer Support meetings and retreat.	3.32	1.44	3.03	1.76	.78
24	Recruit, select, and train team members for Peer Support.	3.31	1.40	3.08	1.73	.73
55	Provide brochures to parents on a variety of relevant topics.	3.03	1.27	4.00	1.09	.70
18	Provide a meeting time and place for counsellor, social worker, or police personnel needing to meet with students.	2.85	1.50	3.47	1.11	.74

Cluster Bridging Index Average--0.69

Cluster 6: Development and Operation of Group Counselling Programs

62	Setting up study skills programs.	4.64	.71	3.60	1.22	.63
61	Setting up anger control programs.	4.57	.75	2.97	1.44	.64
63	Setting up family violence awareness programs.	4.10	1.01	2.67	1.44	.59
51	Operate school-wide positive feedback programs for students.	3.48	1.22	2.53	1.38	.7
27	Provide assistance for Peer Support team members when they are dealing with a problem that they want help with.	3.40	1.24	3.08	1.67	.79

Cluster Bridging Index Average--0.67

Cluster 7: Liaison/Administrative Duties

54	Contact parents by phone or letter when necessary to share concerns.	4.15	1.19	4.72	.60	.71
19	Contact or consult with outside agencies and personnel, such as counsellors, social workers, or police personnel, on the behalf of students.	4.03	1.00	3.85	1.03	.83
86	Provide assistance to new counsellors.	3.03	1.39	2.58	1.65	.54
26	Complete budget planning, fundraising and grant applications for Peer Support.	2.26	1.39	2.50	1.63	1.00
79	Attend monthly counsellor meetings.	2.13	1.40	3.62	1.29	.63
80	Attend or supervise extra-curricular student activities.	1.90	1.24	4.05	1.15	.81
30	Make up and distribute interview slips and envelopes.	1.78	1.17	3.05	1.81	.66
31	Complete and distribute request slips for each day's appointments.	1.70	1.22	3.10	1.75	.68
78	Do supervision (hallways, lunchroom, outside) before school, during lunch, or after school.	1.60	.98	3.85	1.33	.8

Cluster Bridging Index Average--0.74

Cluster 8: Consultation With Staff

70	Assisting staff in dealing with behaviour difficulties with specific students.	4.53	.72	3.92	.97	.39
71	Acting as a resource person in providing staff with ideas for dealing with families/parents.	4.50	.68	3.90	1.08	.37
47	Meet with administration to prepare crisis contingency plans.	4.38	.81	3.62	1.19	.59

28	Meet with the Principal, Assistant Principal, and Resource Teacher to discuss students whose progress is of concern.	4.10	1.08	4.47	.82	.53
37	Provide feedback to the teacher after a teacher requested student interview has been completed.	4.08	1.19	4.50	.75	.41
74	Acting as a resource person for teachers teaching the health curriculum.	3.40	1.37	3.47	1.32	.45
34	Monthly meetings with staff to keep them informed of information that can be shared for the benefit of students.	3.18	1.28	3.83	1.13	.41
33	Provide and organize professional development workshops for teachers on student services related topics or techniques.	3.03	.95	2.55	1.13	.47
35	Explain the teacher referral process at pre-startup staff meeting.	2.90	1.5	3.88	1.14	.50
21	Place posters around the school informing students of programs or initiatives appropriate to their needs.	2.73	1.41	3.88	1.07	.79
32	Write occasional announcements about student services programs to keep students aware of what is available to them.	2.35	1.37	3.90	.98	.74
	Cluster 9: Assessment/Testing					
82	Do individual achievement/diagnostic testing.	3.65	1.21	2.35	1.42	0
83	Do individual personality testing.	3.40	1.30	2.05	1.11	0
81	Do individual intelligence testing.	3.33	1.38	1.95	1.34	0
84	Do individual perceptual testing.	2.85	1.31	1.75	1.08	0
43	Plan the administration of group standardized achievement tests (such as CTBS, CCAT).	2.82	1.45	2.95	1.68	.05
72	Reviewing results of DAT's with students/parents.	2.78	1.31	2.38	1.51	.35

46	Pass results of standardized group test scores on to teachers.	2.73	1.50	3.08	1.67	.21
44	Administer catch up tests to students absent from standardized group testing.	2.49	1.41	2.92	1.64	.14
45	Return testing materials for scoring when all standardized testing is completed.	2.21	1.47	2.78	1.72	.14
73	Coordinate administration of Differential Aptitude Tests for grade 9 students.	2.10	1.37	2.28	1.66	.32

Cluster Bridging Index Average--0.12

Second Survey--High School

There were 45 responses at the high school level. Although participants were asked to add any new tasks that they perform in their work which were not included on the survey task list, no new responses were given. This lack of any new responses supported the thought that the revised task list adequately represented the domain of tasks currently being performed by senior high school counsellors.

The means and standard deviations for all the items on both the frequency and priority scales, can be found in Table IV-3. On the frequency scale, the means ranged from a low of 1.58 on item #28 (develop anti-smoking programs) to a high of 4.87 on item #5 (diploma requirements). On the priority scale, the means ranged from a low of 2.08 on item #51 (supervise paper and pencil tests) to a high of 4.70 on item #89 (establish trusting relationships with students).

The means and standard deviations for the 96 items are reported in Table IV-3. The items are grouped into clusters in this table, and an explanation of how this clustering was done and of what the bridging indices mean, is given later in this chapter.

As was done with the results from the junior high second survey, a specific focus was given to high school task items which had a mean greater than or equal to 4.00. On the frequency scale, there were 20 items with means greater than or equal to 4.00, which represents 20.8% of the total number of hich had a mean greater than or equal to 4.00. On the high school items. On the priority scale, there were 24 items with means greater than or equal to 4.00, which represents 25.0% of the total number of high school items.

Table IV-3

High School Counsellors: Priority, Frequency and Bridging Indices of Items

		Priority		Frequency		
		X	Std. Dev.	X	Std. Dev.	Bridge Index
	Cluster 1: Career/Academics					
1	Educational options at colleges or post secondary institutions	4.32	.97	4.86	.34	.32
5	Diploma requirements	4.10	1.19	4.87	.40	.25
10	Academic programming	4.10	1.08	4.47	.91	.37
4	Scholarship opportunities	3.88	1.16	4.38	.80	.39
86	Graduation requirements	3.84	1.38	4.48	.75	.28
53	Display appropriate materials on career and university options	3.74	1.38	4.69	.69	.42
81	Transcripts and registration forms	3.44	1.30	4.39	.88	.28
38	Out of province transfer credits.	3.41	1.40	3.22	1.26	.29
80	Field trips to University, Technical schools, etc.	3.09	1.34	3.64	1.11	.35
	Cluster Bridging Index Average--0.33					
	Cluster 2: Administrative/Organizational Activities					
85	Record keeping	3.67	1.19	4.07	.96	.37
26	Set up career fairs	3.64	1.25	3.58	1.26	.72
27	Registering new students and returning students	3.54	1.40	4.13	1.22	.38
39	Yearly planning	3.45	1.41	3.70	1.23	.43
59	Correspondence courses	2.85	1.18	3.58	1.19	.38
65	Write Individual Educational Programs	2.81	1.19	2.18	1.32	.56
61	Student exchanges	2.70	1.27	2.91	1.10	.44
71	Assist with development of school timetable	2.50	1.34	2.51	1.45	.39
78	Monitoring student attendance	2.50	1.25	2.71	1.24	.53
75	Awards ceremonies	2.41	1.15	3.38	1.25	.42
58	Home study	2.39	1.21	2.32	1.08	.44
74	Graduation ceremonies	2.30	1.04	2.98	1.50	.42
	Cluster Bridging Index Average--0.46					

Cluster 3: Miscellaneous Activities

2	Career options appropriate to interests and abilities	4.51	.77	4.68	.59	.71
18	Referrals to appropriate agencies/services	4.17	1.03	3.98	.77	.86
96	Teach job search techniques	3.23	1.11	3.11	1.14	.83
6	Arrange Tutoring	3.02	1.14	3.29	1.11	.72
57	Assist students in the Appeal process	2.90	1.08	2.36	.98	.77
95	Teach resume writing	2.82	1.21	2.62	1.32	.93

Cluster Bridging Index Average--0.80

Cluster 4: Liaison/Resource Person

91	Student advocacy	4.05	1.11	4.14	1.08	.51
64	Special needs students	3.80	.86	3.30	1.30	.69
15	Financial aid concerns	3.66	1.00	3.71	.91	.67
42	Providing names, phone numbers, brochures, business cards, etc.	3.20	1.27	3.57	1.16	.69
76	Student incentive program	3.15	1.18	2.62	1.27	.65
92	Teach Career and Life Management course	2.68	1.36	2.86	1.63	.62
66	Supervise counselling area at lunch and after school	2.65	1.55	3.73	1.37	.70
77	Students Against Drunk Drivers	2.37	1.18	1.89	1.03	.68

Cluster Bridging Index Average--0.65

Cluster 5: Assessment/Testing

30	Aptitude testing for careers	3.83	1.16	3.73	1.23	.25
32	Diagnostic test interpretation	3.68	1.28	3.09	1.36	0
67	Referral letters	3.38	1.27	4.02	1.08	.69
9	Diagnostic testing	3.10	1.30	2.34	1.17	0
49	Strong Interest Test administration	3.10	1.30	2.30	1.49	.11
50	Strong Interest Test interpretation	3.05	1.36	2.30	1.49	.11
70	Administer psychological testing such as WISC-R or WAIS-R	2.91	1.51	1.64	1.24	0
72	Coordinate standardized testing such as Canadian Achievement	2.50	1.24	1.91	1.12	0
93	GED and TOEFL coordination	2.30	1.27	1.82	.96	.56

52	Supervise computer assisted testing	2.23	1.35	2.07	1.39	.30
51	Supervise paper and pencil tests	2.08	1.17	2.44	1.23	.33

Cluster Bridging Index Average--0.22

Cluster 6: Interpersonal Counselling With Students

89	Establish trusting relationships with students	4.70	.79	4.69	.63	.28
12	Depression and self-esteem	4.62	.62	4.11	.87	.17
17	Crisis intervention	4.57	.69	3.78	.96	.15
11	Relationship problems	4.50	.59	4.24	.85	.13
43	Emotional support	4.49	.69	4.44	.65	.18
45	Suicide prevention	4.47	.79	3.64	1.06	.18
41	Listen to students concerns and determine needs	4.46	.80	4.68	.59	.22
3	Family problems	4.37	.81	4.20	.81	.17
13	Sexual abuse/assault	4.32	.64	3.39	1.03	.15
44	Assisting students recognize strengths and potential	4.30	.79	4.07	.83	.44
48	Self Esteem	4.27	.70	3.91	.85	.12
20	Conflict resolution	4.24	.88	3.66	.88	.19
14	Pregnancy	4.23	.69	3.67	.87	.14
54	Drop out counselling	4.19	.91	3.48	.87	.37
46	Teaching interpersonal skills	4.17	.78	3.48	.94	.33
33	Loss/bereavement	4.15	.90	3.36	1.06	.15
90	Students understanding on normal adolescent development	4.09	.98	3.84	1.06	.25
31	Peer issues	4.05	.96	3.87	.93	.21
16	Behavior management	3.90	1.01	3.42	.93	.35
24	Sexuality issues	3.88	.93	3.21	1.09	.12
25	Independence	3.87	.94	3.56	.97	.19
47	Teacher and parent referrals	3.84	.94	3.91	.96	.90
55	H.I.V. (AIDS)	3.83	.91	2.58	1.22	.28
29	Teach problem solving	3.73	.86	3.27	1.08	.28
73	Birth control information	3.42	1.17	3.43	1.16	.16

Cluster Bridging Index Average--0.24

Cluster 7: Consultation and Teaching Activities

22	Consulting with parents and teachers	4.27	.83	4.16	.79	.85
19	Liaison parents with support services	3.90	.99	3.58	.90	1.00

69	Report to teachers on students concerns	3.81	1.08	3.84	1.09	.71
8	Organizational/time management direction	3.76	.89	3.44	.96	.61
7	Study skills instruction	3.60	.93	3.40	.93	.60
34	Peer support programs	3.60	1.30	3.47	1.53	.63
56	Youth Emergency Services.	3.57	1.14	2.91	1.10	.96
35	Conflict management workshop coordination	3.28	1.18	2.26	1.42	.69
82	Classroom visits on current issues	3.18	1.21	3.07	1.16	.63
68	Resource person for health classes	3.12	1.23	3.19	1.37	.61
28	Develop anti-smoking programs	2.18	1.17	1.58	.81	.57

Cluster Bridging Index Average--0.71

Cluster 8: Group Counselling

63	Teacher/student counselling	3.98	.85	3.41	1.09	.63
94	Group counselling	3.95	.97	2.95	1.31	.53
88	Pro-active interventions such as substance abuse interventions	3.86	.81	3.24	1.06	.54
62	Parent/student counselling	3.83	.87	3.47	1.00	.64
40	Teach relaxation/stress reduction techniques	3.65	.99	2.82	1.16	.46

Cluster Bridging Index Average--0.56

Cluster 9: Organization/Community Involvement

60	Attend inservices	3.56	1.24	3.84	1.00	.61
84	Doctors or consulting psychologists	3.32	1.16	3.12	1.22	.87
36	Guidance and counselling initiative meetings and workshops	3.31	1.28	3.12	1.28	.61
23	Develop teacher-advisor programs	3.10	1.08	2.60	1.26	.56
83	Staff inservicing	3.02	1.24	2.52	1.12	.65
79	Arrange for speakers	2.86	1.09	3.09	.95	.58
21	Representation on community committees	2.74	1.30	3.02	1.16	.63
87	Extra-curricular activities	2.69	1.26	3.79	1.07	.60
37	Health fairs	2.24	1.04	1.67	1.03	.53

Cluster Bridging Index Average--0.63

Concept Maps & Clusters--Junior High

The information related to the groupings of the tasks done by the 25 sorters was represented by the computer in the form of a pictorial map of the 86 items (Figure 1). A combination of multidimensional scaling and cluster analysis techniques were used in the computer program to determine where these 86 items were placed on the map in relation to other items. Items that were often sorted together are represented in close proximity on the map, and items that were seldom sorted together are spatially more distant from each other on the map. For example, in looking at Figure 1, it is evident that items 43, 44, 45, 46, 72, 73 and others which are overlapping next to #43 (81, 82, 83, 84) were often sorted together, and were seldom sorted with other items on the map as they are spatially quite separate from other items on the map.

Using this basic map, the computer generated a series of cluster arrangements, by visually imposing cluster groupings on the 86 items. For the junior high data, the computer was asked to generate six different potential cluster patterns, including 3 cluster, 6 cluster, 9 cluster, 11 cluster, 12 cluster, and 17 cluster solutions. At this point, it was necessary to decide which cluster solution would best meet the requirements of the study. For the purposes of curriculum development, it was felt that the 3 and 6 cluster solutions did not sufficiently break down the items into groups. These

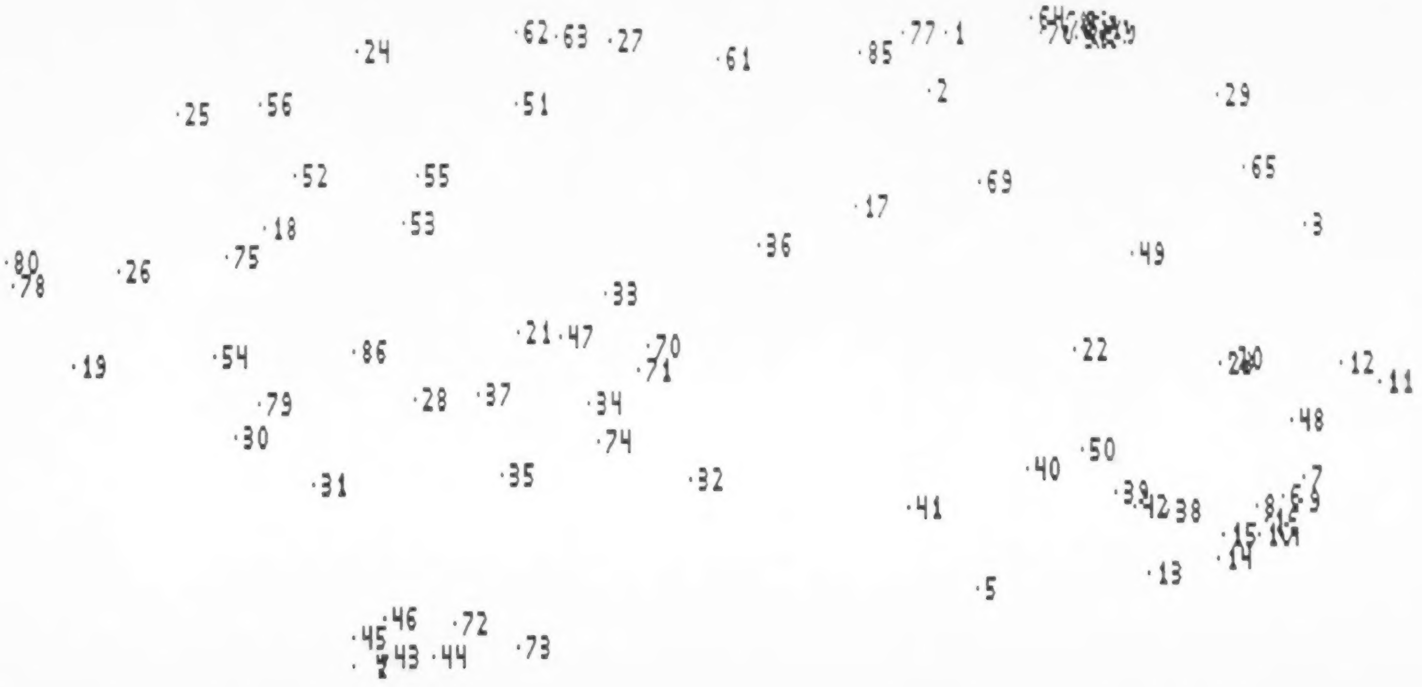

Figure 1

Point bit map of junior high school counsellor roles.

cluster patterns were rather broad in scope to be useful in determining themes of tasks which could be included in a counsellor education program. The break downs made after the 9 cluster solution (11, 12 & 17) did not seem to add any really useful information that would justify using a more complex arrangement. Therefore, it was felt that the 9 cluster solution provided the most useful and yet concise description of the data for the purpose of the study.

The concept map of the 9 cluster solution can be seen in Figure 2. The results of the item clusters, and the item bridging indices are reported in Table IV-2. The bridging index is a scale which ranges from 0.00 to 1.00 and which is intended to numerically represent distances between items within clusters. Items within a cluster which were often sorted into the same group, and were seldom sorted into any other group, have lower bridging indices. On the other end of the scale, items which were often sorted into different groups by different sorters have higher bridging indices. Therefore, in looking at Table IV-2, it is evident that items 81, 82, 83, and 84 in cluster 9, which each have a bridging index of 0.00 were always sorted together, and were never sorted into a different cluster. Item 26 in cluster 7, which has a bridging index of 1.00, would have been sorted as often in the neighboring cluster 5 as it was in cluster 7. In looking at Figure 2, it is clear that clusters with low bridging index cluster averages, such as cluster 9 (0.12), are pictorially separate and distinct from other clusters. Likewise, a cluster with a high bridging index cluster average, such as cluster 7 (0.74), includes many items which could easily be visually part of neighboring clusters, such as clusters 5 or 8.

In Table IV-2, the nine item clusters are reported with the frequency means and with the priority means for each item. Items within each cluster are listed in descending order, from highest to lowest item means on the priority scale.

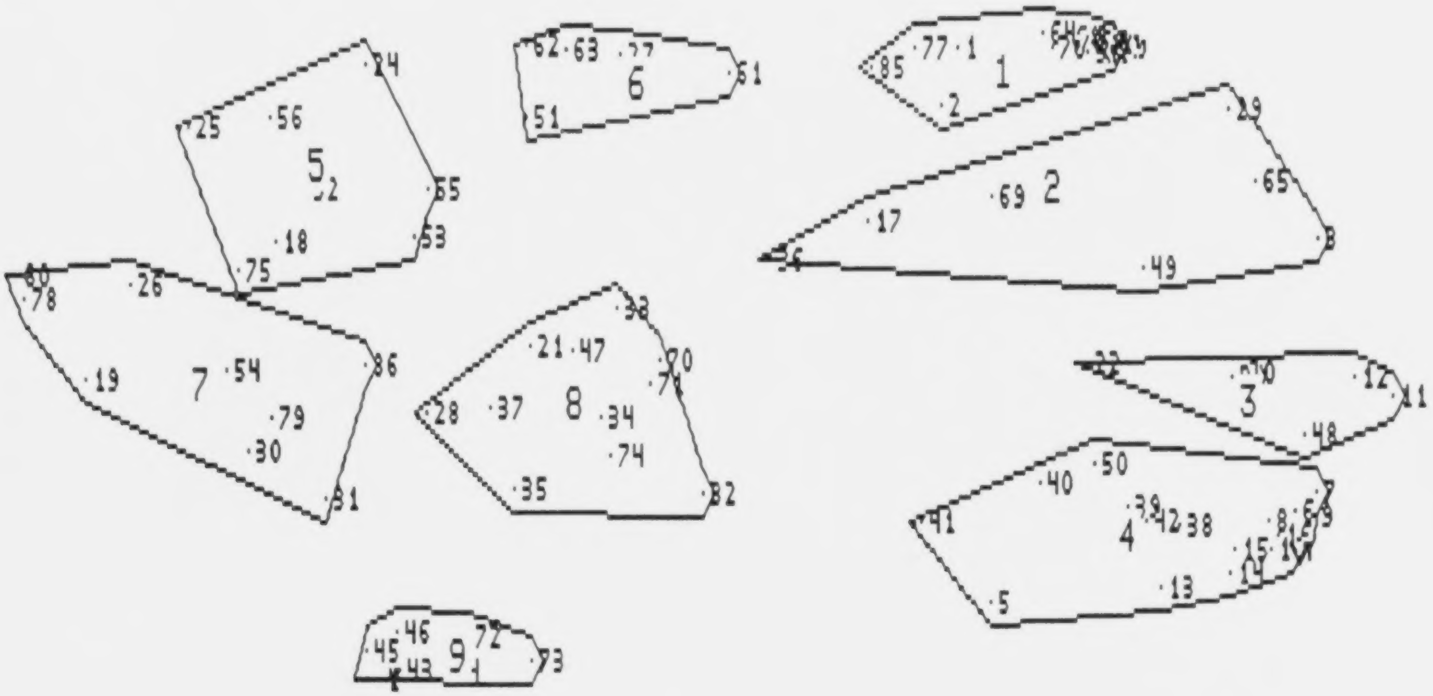

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Figure 2

Concept map of junior high school counsellor role.

Concept Maps & Clusters--High School

The process of developing the concept maps and clusters for the high school data was the same as was described for the junior high data. A map of the 96 items can be seen in Figure 3. It is evident that items such as 12, 14, 25, 33, and others in the immediate area, were often sorted together, and were seldom sorted with other items on the map, as they are spatially close within their group, and yet are quite separate from other items on the map.

As was done with the junior high data, six different potential cluster patterns were generated, including 3 cluster, 4 cluster, 6 cluster, 9 cluster, 14 cluster, and 19 cluster solutions. It was again necessary to decide which cluster solution would best serve the purposes of the study. It was decided that the 3, 4, and 6 cluster solutions did not sufficiently break down the items into groups. These cluster patterns were too broad in scope to be useful in determining themes of tasks to be included in a counsellor education program. The break downs made after the 9 cluster solution (14 and19) did not seem to add any really useful information that would justify using a more complex arrangement. Therefore, it was felt that the 9 cluster solution provided the most useful and yet concise description of the data for the purposes of the study.

The concept map of the 9 cluster solution can be seen in Figure 4. The results of the item clusters, and the item bridging indices are reported in Table IV-3. It is evident that

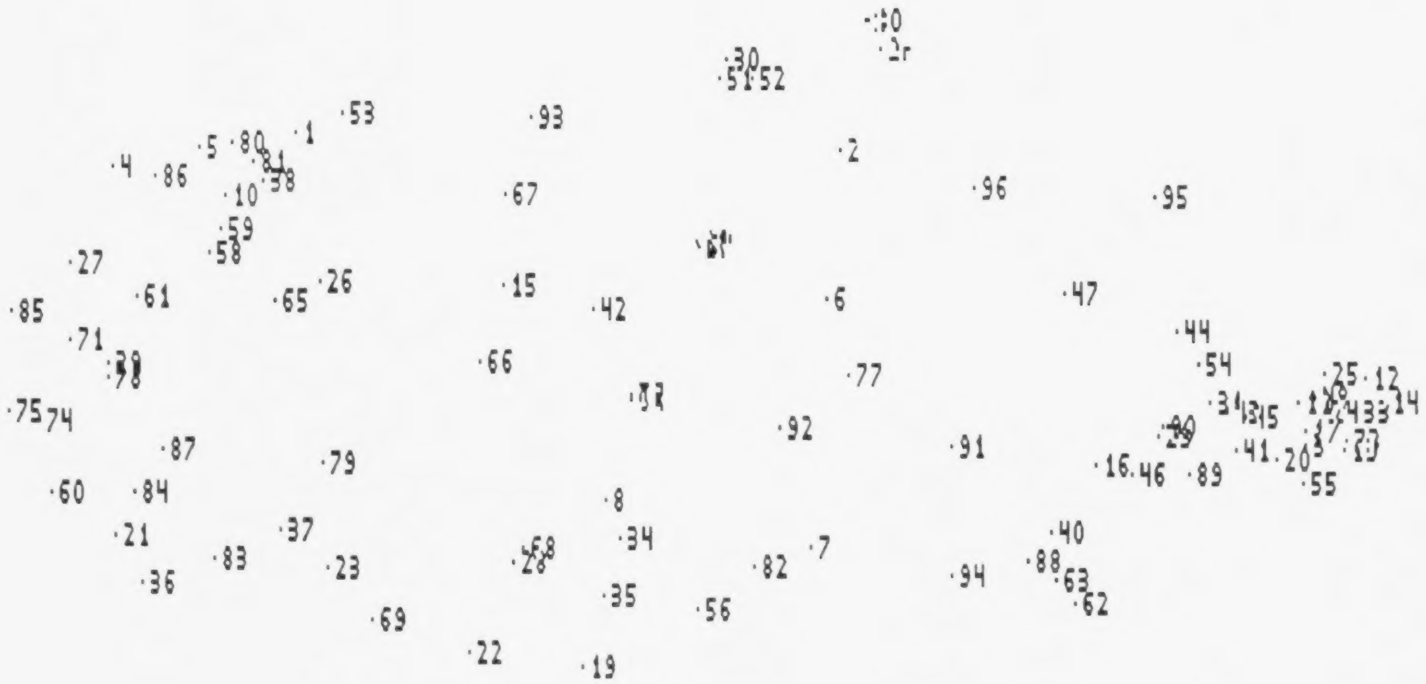

Figure 3

Point bit map of high school counsellor roles.

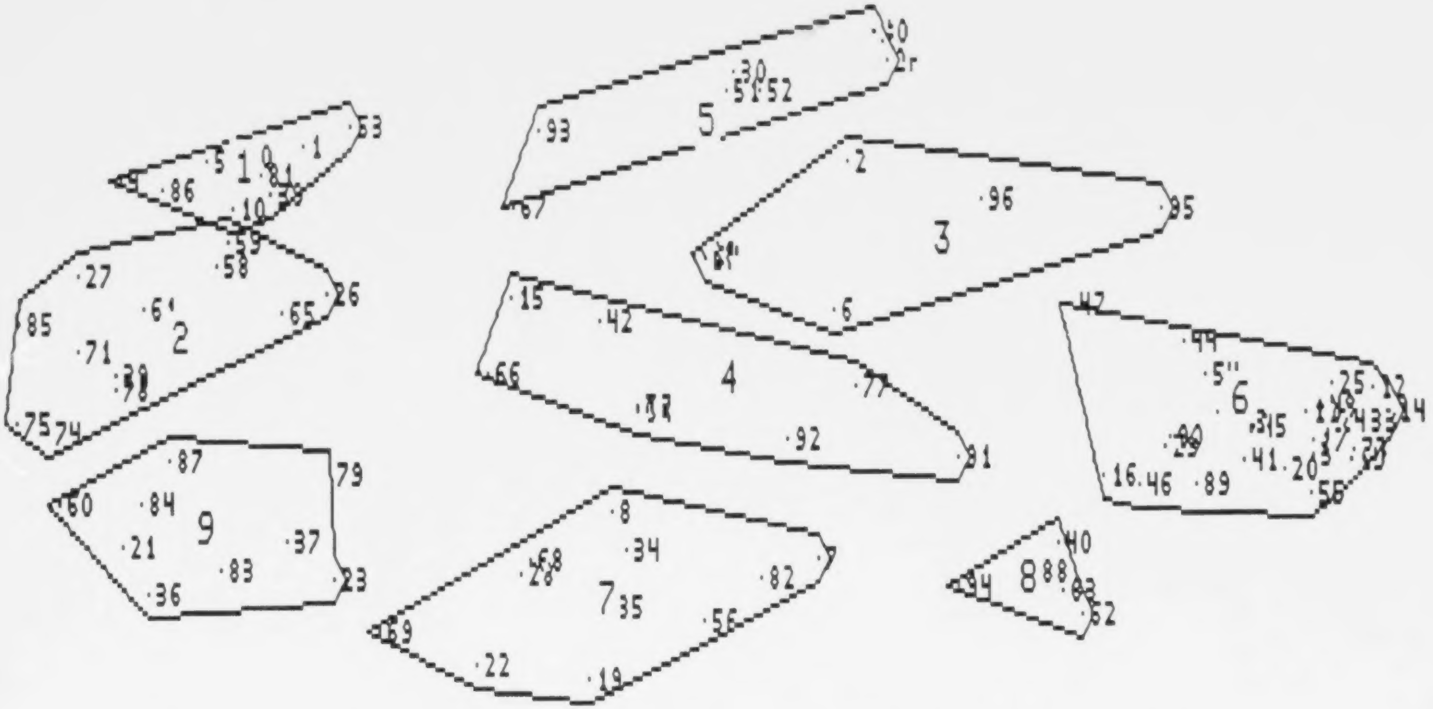
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Figure 4

Concept map of high school counsellor roles.

items 9, 32, 70, and 72 in cluster 5, which each have a bridging index of 0.00, were always sorted together and were never sorted into a different cluster. Item 19 in cluster 7, which has a bridging index of 1.00, would have been sorted as often with items from another cluster as it was with items in cluster 7. In looking at Figure 4, it is clear that clusters with low bridging index cluster averages, such as cluster 6 (0.24), are pictorially separate and distinct from other clusters, and the items within the cluster are tightly grouped together. Likewise, a cluster with a high bridging index cluster average, such as cluster 3 (0.80), consists of items which are spread out within the cluster, and includes many items which could easily be visually part of neighboring clusters.

In Table IV-3, the nine item clusters are reported with the frequency means and the priority means for each item. Items within each cluster are listed in descending order, from the item with the highest mean to the item with the lowest mean on the priority scale.

Discussion of Results

In this section, the results of the junior and senior high data will be discussed in terms of the more significant findings, and the possible relevance of these findings for a counsellor education program. Also, some similarities and differences between the junior and senior high findings will be examined, and possible relevance of these similarities and differences to a counsellor education program will be discussed. Although findings related to item means on both the frequency and priority scale will be discussed in terms of relevance for education programs, more emphasis will be given to findings related to the priority scale.

Junior High

At the junior high level, school counsellors rated a large number of tasks within the topic areas of interpersonal counselling with students (cluster 1), development and operation of group counselling programs (cluster 6), and consultation with staff (cluster 8) as being of a high priority to be included in a counsellor education program. Items within these three clusters accounted for 65% of tasks with means over 4.00 on the priority scale. Items within these same three clusters only accounted for 24% of tasks with means over 4.00 on the frequency scale. Some items with frequency means lower than 4.00 and priority means greater than 4.00, such as those relating to suicide intervention, may not be tasks that counsellors are involved with on a regular basis. However, with high priority means, it would seem that school counsellors feel that tasks such as these are of more importance than some other tasks, or require a higher level of skill to be performed adequately, and therefore should be emphasized in a counsellor education program.

The cluster of items relating to interpersonal counselling with students has been perhaps the best represented in traditional counsellor education programs. The psychotherapeutic emphasis found in most of these traditional education programs (Mendaglio & Altmann, 1988; Tennyson et al, 1989) seems to represent the one-on-one, personal counselling tasks found within this cluster very well. It is interesting to note that, although many researchers and other groups maintain that school counsellors should become less and less involved in individual personal counselling (Dolan, 1991; George, 1986; Welch & McCarroll, 1993), the school counsellors in this study still rated most of these interpersonal counselling tasks with students as being of high priority to be taught as part of a school counsellor education program.

Consultation with staff, and the development and operation of group counselling programs, are the two other areas that included a large percentage of items with high means on the priority scale. In the consultation with staff cluster, high priority items included tasks such as: providing staff with ideas for dealing with behavioral difficulties with students, for dealing with students experiencing academic difficulties and for dealing with families/parents, and preparing crisis contingency plans with administrators. In the development and operation of group counselling programs cluster, high priority items included tasks such as setting up study skills, anger control, and family violence awareness programs. Generally, these areas have not been well represented in traditional counsellor education programs. Gora and Hague (1990) found that school counsellors felt that they needed further training in areas such as behavior management techniques and family counselling, and Tennyson et al (1989) suggest that traditional counsellor training may not provide school counsellors with skills related to group counselling and consultation. With the perceived lack of training in other studies, and with the clear priority placed by school counsellors in this study on including these types of tasks in a school counsellor education program, it would seem that consultation, and program development and operation may be two important areas to be examined in the development of any new school counsellor education program.

Another area of importance, which included several high priority and high frequency items, involved duties related to counsellor interaction with parents. The high frequency means on many of the items related to involvement with parents indicate that junior high school counsellors are spending a significant portion of their time interacting with parents on some level. The high priority means on several of these items suggest that these counsellors may feel inadequately prepared to deal with the demands of parental contact, or that they may feel there are difficult skills involved which should be taught to future school counsellors.

The high frequency items (those with means greater than 4.00) were fairly evenly distributed throughout the clusters, with the exceptions of cluster 6 (program development) and cluster 9 (assessment), which had none. A large portion of these items consist of tasks which could best be described as administrative duties, such as: maintaining a stock of brochures on topics related to adolescence, making referrals to outside agencies, and attending or supervising extra-curricular student activities. The high frequency nature of many of these administrative duties in this study is well supported by a recent study done by the Guidance Council of the Alberta Teachers' Association (1993) in which trends in the changing work of school counsellors were examined. In the ATA study, subjects were asked to comment on what they felt were some of the trends in counselling over the past five years. The highest frequency of responses related to comments categorized by the researchers as "more administrative duties".

In this study, none of the administrative tasks with high frequency means had high means on the priority scale. It would seem likely that school counsellors either perceived these tasks to be unimportant, or felt that they did not require skill levels that would necessitate them being taught in a school counsellor education program. The high frequency/low priority results found in tasks representing administrative duties relates well to results found in many other studies, where school counsellors felt that they should be less involved in performing administrative tasks (Daley, 1986; Kameen, Robinson & Rotter, 1985; Tennyson et al, 1989).

A final area of significance, in that it contained no high frequency or high priority items, was the assessment/testing cluster (cluster 9). It is possible that in many schools, personnel other than the local school counsellor may be responsible for performing assessments within the school. School districts, such as the Edmonton Public School District, have centralized services, with school psychologists who perform assessments in most Edmonton schools. In districts with these types of centralized services, it is easy to see that school counsellors would not be performing many assessments, and would not perceive this to be a high priority requirement for a school counselling education program.

Senior High

At the high school level, most items with high means on the priority and frequency scales were concentrated in the interpersonal counselling with students, and career/academic clusters (cluster 6 and cluster 1). These two areas accounted for 88% of items with priority means greater than 4.00, and 75% of items with frequency means of greater than 4.00.

The interpersonal counselling with students cluster accounted for 25 of the total 96 high school items. Of these, 17 items had high priority means, and 7 items had high frequency means. High priority/high frequency items included tasks such as: family problems, relationship problems, emotional support, depression and self esteem, and establishing trusting relationships with students. Another interesting finding is that the item listed as "H.I.V. (AIDS)" had the lowest priority mean of any of the items in this cluster. Given the mass attention and importance assigned to this issue by the media, and the concern that students should receive more education related to the issue, it is suprising that the AIDS item was rated at such a low priority and frequency level.

It would seem that school counsellors feel that most of these interpersonal counselling tasks should certainly be included in a school counsellor education program. As was discussed in the junior high section, tasks related to interpersonal counselling with students have generally been well represented in the psychotherapeutic emphasis of most traditional counsellor training programs.

The other area with a high concentration of items with high priority and high frequency means was the career/academic cluster. Tasks within this cluster consist largely of duties related to post-secondary career planning, and to high school program planning. The high priority/high frequency means found on many of these career/academic related items is well supported by other studies. Hughey, Gysbers and Starr (1993) found that career planning and exploration, planning high school courses and making decisions were the areas in which students felt that they received the most assistance from counsellors, and Dolan (1991) found that high school students felt that school counsellors should spend even more of their time helping students succeed in school and prepare for work. It is evident that, if they are to fulfill the practical needs of high school counsellors, school counsellor education programs should include more training related to career/academic concerns and program planning.

Although the vast majority of high mean items fell within the clusters of interpersonal counselling with students, and career/academic concerns, there were a couple of other items with both high frequency and high priority means which did not fall within one of these two clusters. These items were listed as student advocacy (in cluster 4), and consulting with parents and teachers (in cluster 7). In both cases, these items were the only high mean items within their respective clusters. However, they represent topics worth considering for inclusion in a school counsellor education program.

At the high school level, clusters involving administrative duties, program development and group counselling, coordination activities, and assessment/testing tasks, all had virtually no items with high priority or high frequency means. It would seem that high school counsellors do not feel that tasks within these areas have a high priority for inclusion in a counsellor education program.

Similarities and Differences Between Junior and Senior High

At both the junior and senior high levels, the interpersonal counselling with students cluster contained a large concentration of items with high priority means. These results suggest that this area may be of common importance as a theme for curriculum development. Although there were also a large number of items with high frequency means within this cluster at the high school level, there were not many at the junior high school level. It would seem that junior high school counsellors are less involved in one-on-one personal counselling than are their high school counterparts.

Another similarity between the junior and senior high levels is the low priority given to items related to administrative duties. It would seem that counsellors at both of these levels feel that administrative tasks should not be given priority as a theme for curriculum development. Although only a couple of administrative items were rated high in frequency by high school counsellors, a larger number were rated high in frequency by junior high school counsellors. This may suggest that junior high school counsellors either spend more of their time performing administrative tasks, or are involved in a greater variety of administrative duties than are high school counsellors.

A third similarity is the low priority and low frequency nature of items within the assessment/testing clusters found at both the junior and senior high levels. It would seem that school counsellors at both of these levels do not feel that training in assessment techniques is of high priority. As was mentioned previously, it is possible that this trend is due to the fact that personnel other than local school counsellors may be responsible for performing assessments within some school districts.

While there were clusters which appeared to consist largely of tasks related to consultation with staff (cluster 8) and consultation with parents (cluster 5) at the junior high level, there did not appear to be similar discrete groupings at the high school level. Although there were not distinct clusters of items relating to these themes at the high school level, item #22 (consulting with parents and teachers) was rated as both a high priority and high frequency task by high school counsellors. Therefore, though the findings are more obvious at the junior high level, consulting with staff and parents may be considered an important theme for inclusion in a school counsellor education program for both junior and senior high school counsellors.

While there are certainly some similarities between the junior and senior high results, there are also some clear differences. At the high school level, items with high priority and high frequency means were almost exclusively concentrated within two clusters. At the junior high level, items with high priority means were largely concentrated within three clusters, but items with high frequency means were fairly evenly dispersed throughout the nine clusters. One possible reason for this could be that counselling at the high school level may be more specialized or focused than counselling at the junior high level.

Another difference between the junior and senior levels relates to group counselling and program development. While at the junior high level, items related to this theme were rated as a high priority for inclusion in a school counsellor education program, no such trend was found at the high school level. As was mentioned previously, it is possible that high school counsellors are more involved with one-on-one personal counselling with students than are junior high school counsellors, and are therefore not as interested in being taught group counselling and program development skills.

A final difference between the junior and senior high levels can be seen in the career/academic area. At the high school level, many tasks related to career exploration, and post-secondary and high school program planning, were rated as high priority and high frequency by school counsellors. However, at the junior high level, although some of these career/academic related tasks were rated high frequency, none were rated high priority by junior high school counsellors. There are many possible reasons for these differences. On average, high schools tend to offer more programming options than junior high schools, and therefore tasks related to assisting students in program planning would be more complex at the high school level. Also, students at the high school level are considerably closer than junior high students to graduating, and therefore are likely more concerned about and more involved in making decisions about possible careers or post-secondary education options.

Other Findings

In examining the results of the junior and senior high data, it was interesting to note some themes that might have been expected to be covered in the task lists but were not. There were no tasks on either the junior or senior high lists that related to the topics of racism or multiculturism. This is particularly interesting in light of the fact that there are racial/multicultural programs established in at least some schools. It is possible that counsellors in these schools were not sent surveys, did not respond to surveys sent to them, did not list this type of a program in their responses, or that they are not responsible for the operation of these programs within the school.

Other areas noted for their absence on the task lists relate to: dealing with potentially violent students, dealing with situations involving gang fighting, and dealing with young offenders within the school system. With the increased media attention to these issues, it seems strange that they are absent from both the junior and senior high task lists. Again, it is possible that counsellors dealing with these individuals and situations were not sent either the initial or second surveys, or that they did not respond to surveys sent to them.

It is also interesting to note some differences between the findings in this study, and findings and suggestions made by researchers in other studies. While Huhn and Zimpfer (1984) maintained that parent training should be an essential aspect of the role of the school counsellor, parent training was not mentioned in task lists at either the junior or senior high level. In another study, Skinner (1985) proposed that direct involvement with special education students is an essential function of the school counsellor. In the present study, tasks related to making referrals for special education students were mentioned, but no tasks related to more direct involvement with these students were mentioned at either the junior or senior high levels.

Chapter 5

Summary, Conclusions and Implications For Further Research

Summary and Conclusions

The purposes of this study were to provide a comprehensive, field-generated perspective on the role of the school counsellor, to assess which tasks performed by counsellors they feel it would be important to include in a counsellor training program, and to highlight themes of activities that could be addressed in developing a field-responsive counsellor education curriculum. The results from an initial survey, in which counsellors were asked to list all the tasks they perform in their roles as school counsellors, was used to develop a second survey. The second survey asked counsellors to rate the frequency of the tasks performed, and the priority that each task should have for inclusion in a school counsellor education program. A concept mapping technique was utilized in order to highlight themes of activities that could be addressed in the development of a field-responsive counsellor education curriculum.

Information from the initial survey indicated that there are a total of 86 different tasks that are performed by junior high counsellors, and a total of 96 different tasks that are performed by senior high counsellors in schools. With the diversity of tasks performed by these school counsellors, the concept mapping technique proved to be a helpful method for organizing and analyzing information.

Results of the study indicate that counsellors at both the junior and senior high levels feel that tasks related to interpersonal counselling with students should have a high priority in a training program for school counsellors. Consultation with parents and staff was also seen to be an important area to be included in a training program. Counsellors at both these levels also felt that tasks related to the two areas of administration and assessment/testing should have a low priority in a school counsellor education program.

School counsellors at the junior high level also indicated that group counselling and program development skills should be given priority in a school counsellor training program. However, school counsellors at the high school level did not rate these tasks as being of a high priority for counsellor training. At the high school level, counsellors rated tasks in the career/academic area as being of a high priority for inclusion in a counsellor education program. This trend was not seen at the junior high level.

Results suggest that several themes of activities should be addressed in developing a counsellor education curriculum that is responsive to the needs of secondary school counsellors. Interpersonal counselling with students, consultation with parents and staff, career/academics, and group counselling and program development, are all themes which should be considered in curriculum development for a school counsellor education program. Although tasks related to the theme of interpersonal counselling with students have generally been well addressed in traditional counsellor education programs, tasks related to the other three themes have generally been inadequately covered in these counselling programs.

With the Department of Educational Psychology at the University of Alberta currently in the process of establishing a Masters' degree route for individuals wishing to specialize in school counselling, the results of this study may prove to be useful in the development of curricula that will meet the practical needs of secondary school counsellors.

Implications For Further Research

One of the limitations of this study was that only school counsellors who were registered members of the Alberta Teachers' Association Guidance Council were participants. One possibility for further study could involve a comparison between school counsellors who are part of their professional counselling association and those who are not. Results of a study of school counsellors who are not members of the Guidance Council could be compared to results from this study to see if any differences exist between these two groups. As the Department of Education keeps records of all counsellor assignments in schools in Alberta, this is a possible avenue to pursue in further research.

Another area for further study could involve an investigation of whether the specific training that practising school counsellors have received influences the types of tasks that they perform, and what skills they feel it is important to be taught in a school counsellor education program. Levels of training could be examined as well as specific courses that school counsellors have taken. For instance, it would be interesting to see if an individual who had taken a course in consultation skills would perform these skills more often, and feel they were more important to be taught to future school counsellors, than someone who had not taken a course of this nature.

Other areas of further research could involve surveying administrators or teachers in Alberta as to what should be taught in a school counsellor education program. Although studies of this nature have been done recently in areas of the United States, there have not been any done recently in Alberta. A comparison could be done between the results found in this study and results found in a study of the views of administrators or teachers.

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Appendix A

JUNIOR HIGH TASK LIST

1. Counselling interviews with students at their request, or the request of parents or teachers.

2. Do conflict resolution with students in conflict.

3. Do conflict resolution between students and teachers in conflict.

4. Crisis interviews when immediate needs are identified.

5. Assist wherever possible with the junior high Health program.

6. Meet with individual students at their request to assist in career planning.

7. Provide presentations to grade nine students to give them information they need about high school programming (credit, diplomas, relationship between high school programs and post-secondary opportunities).

8. Attend counsellor information meetings at high schools.

9. Arrange for (and attend) student tours of their designated high school.

10. Arrange for presentations by high school counsellors at our school.

11. Arrange a parent meeting to inform them about high school registration and programming procedures.

12. Process student transfer requests.

13. Forward registrations to high schools when transfers are decided.

14. Meet with students to complete high school registration forms.

15. Meet with students to assist them in making programming decisions.

16. Promote and encourage appropriate students to apply for special programs such as honors, International Baccalaureate, and advanced placement courses.

17. Complete registrations for students applying to special programs.

18. Update SRS (computer) records regularly to track which high school each grade nine student is attending, and to ensure each student is registered.

19. Forward option and course request changes when asked for by the student, or when prerequisite marks are not met by final report card time.

20. Communicate with high school counsellors about the appropriateness of specific programs for some individual students.

21. Distribute course verifications and timetables when received from high schools.

22. Contact outside agencies such as social services on the behalf of students.

23. Provide students with phone numbers or other methods of contacting appropriate sources of assistance in the community.

24. Provide a meeting time and place for counsellor, social worker, or police personnel needing to meet with students.

25. Consult with counsellors, social workers, or police personnel on the behalf of students.

26. Keep up to date a bulletin board with career information and/or other student services related information.

27. Place posters around the school informing students of programs or initiatives appropriate to their needs.

28. Maintain a stock of brochures on a wide variety of adolescence and career related topics.

29. Make the brochures available for interested students in a open place.

30. Set up a career information library which is available to students all year long.

31. Recruit, select, and train team members for Peer Support.

32. Plan and run Peer Support meetings.

33. Plan and run the yearly Peer Support retreat.

34. Complete budget planning for Peer Support.

35. Initiate fund raising programs for Peer Support.

36. Apply for grants for Peer Support team activities.

37. Provide assistance for team members when they are dealing with a problem that they want help with.

38. Meet with the Principal, Assistant Principal, and Resource Teacher to discuss students whose progress is of concern (after each reporting period).

39. Attempt to schedule students who are identified as a concern in progress meetings to develop an action plan for their success.

40. Meet with students who have received an interim report to develop an action plan for their success.

41. Duplicate interview slips and ensure that each class has a supply all year long.

42. Make up and distribute interview slip envelopes.

43. Complete and distribute request slips for each day's appointments.

44. Check the mail slot and interview request box on a regular basis to ensure that students who request an interview get one.

45. Write occasional announcements about student services programs to keep students aware of what is available to them.

46. Provide and organize professional development workshops for teachers on student services related topics or techniques.

47. Monthly meetings with staff to keep them informed of information that can be shared for the benefit of students.

48. Explain the teacher referral process at pre-startup staff meeting.

49. Respond quickly to teacher referrals by interviewing students to discuss issues raised by the teacher.

50. Provide feedback to the teacher after a teacher requested student interview has been completed.

51. Identify students whose needs may be best met with a School Resource Group conference.

52. Visit grade six classes in the spring to show slides (or video) and discuss the changes between grade 6 and 7.

53. Assist with the grade 6 tours.

54. Visit grade six teachers to discuss incoming grade 7's and identify high needs kids.

55. Assist in placing grade 6's into grade 7 homerooms to provide heterogeneous groupings of ability and behavior.

56. Plan a 2 or 3 day transition unit, whereby grade 7's do not start regular classes until after completing a series of activities designed to inform them about life in junior high.

57. Schedule each standardized test and notify staff in advance of the dates and times.

58. Plan the administration of each test in the CBE testing program--where tests will be held, who will supervise, room changes necessary for other affected classes.

59. Prepare and distribute in advance teacher directions to help them properly administer standardized group tests.

60. Prepare tests, answer sheets, pencils, and a class attendance list for each supervising teacher for the CBE testing program.

61. Administer catch up tests to students absent from standardized group testing.

62. Return testing materials for scoring when all standardized testing is completed.

63. Pass results of standardized group test scores on to teachers.

64. Meet with administration to prepare crisis plans.

65. Meet with new students and a parent to complete registration forms, tour the school, and discuss special needs the student may have.

66. Arrange for a home room "buddy" or two to introduce new students and and help them find their way around.

67. Contact the previous school of new students for programming information if deemed appropriate.

68. Promote and encourage teachers to nominate students for positive feedback programs.

69. Make up certificates for positive feedback programs.

70. Make up slips to advise students to come for their pictures and certificates when they have been nominated through positive feedback programs.

71. Meet with parents or discuss concerns over the phone when they request a conference.

72. Be available at parent teacher interviews.

73. Contact parents by phone or letter when necessary to share concerns.

74. Provide brochures, ideas, or referrals to outside agencies when approached by a parent with questions or concerns about parenting techniques.

75. Provide brochures at parent teacher interviews.

76. Set up a positive parenting program involving guest presenters discussing ideas on how to parent children and teenagers.

77. Personal counselling with self esteem issues.

78. Personal counselling for depression.

79. Personal counselling with suicidal students.

80. Personal counselling for students struggling with anorexia or bulimia.

81. Doing referrals to special placements.

82. Setting up anger control programs.

83. Setting up study skills programs.

84. Setting up family violence awareness programs.

85. Working specifically with sex offenders.

86. Assisting students in finding work placements.

87. Dealing with students suffering loss such as divorce or death.

88. Personal counselling for students who have suffered physical, emotional or sexual abuse.

89. Counselling for students living in dysfunctional families.

90. Counselling with staff in providing a safe place to vent frustrations.

91. Assisting staff in dealing with behaviour difficulties with specific students.

92. Acting as a resource person in providing staff with ideas for dealing with families/parents.

93. Pass on Cumulative and Psychological files to high schools.

94. Reviewing results of DAT's with students/parents.

95. Coordinate administration of Differential Aptitude Tests for grade 9 students.

96. Acting as a resource person for teachers teaching the health curriculum.

97. Make referrals to psychologists.

98. Make referrals to psychiatrists.

99. Personal counselling for students relating to drug and/or alcohol abuse.

100. Assisting students with time management skills.

101. Do supervision (hallways, lunchroom, outside) before school, during lunch, or after school.

102. Attend monthly counsellor meetings.

103. Attend or supervise extra-curricular student activities.

104. Do individual intelligence testing.

105. Do individual achievement/diagnostic testing.

106. Do individual personality testing.

107. Do individual perceptual testing.

108. Do crisis intervention.

109. Supervise counselling practicum students.

HIGH SCHOOL TASK LIST

1. Educational options at colleges or post secondary institutions
2. Career options appropriate to interests and abilities
3. Family problems
4. Scholarship opportunities
5. Diploma requirements
6. Arrange Tutoring
7. Study skills instruction
8. Organizational/time management direction
9. Diagnostic testing
10. Academic programming
11. Relationship problems
12. Depression and self-esteem
13. Sexual dysfunction issues
14. Sexual abuse/assault
15. Pregnancy
16. Financial aid concerns
17. Behavior management
18. Suicide
19. Crisis intervention
20. Referrals to appropriate agencies/services
21. Liason parents with support services
22. Assist staff with: academic programming=

23. Planning, selecting and changing courses
24. Conflict resolution
25. Representation on community committees
26. Consulting with parents and teachers
27. Develop teacher-advisor programs
28. Sexuality issues
29. Independence
30. Training students or career research
31. Set up career fairs
32. Coordinating effective student-teacher learning relationships
33. Registering new students and returning students
34. Develop anti-smoking programs
35. Teach problem solving
36.. Aptitude testing for careers
37. Peer issues
38. Diagnostic test interpretation
39. Loss/bereavement
40. Arrange or adminster course planning/orientation workshop
41. Peer support programs
42. Conflict management workshop coordination
43. Guidance and counselling initiative meetings and workshops
44. Health fairs

45. Information on social assistance and student finance

46. Out of province transfer credits.

47. Yearly planning

48. Teach relaxation/stress reduction techniques

49. Teach how to study, prepare for and write exams

50. Listen to students concerns and determine needs

51. Providing names, phone numbers, brochures, business cards, etc.

52. Emotional support

53. Facilitating conflict resolution session

54. Assisting students recognize strengths and potential

55. Suicide prevention

56. Teaching interpersonal skills

57. Teacher and parent referrals

58. Self Esteem

59. Maintain trust with students

60. Strong Interest Test administration

61. Strong Interest Test interpretation

62. Supervise paper and pencil tests

63. Supervise computer assisted testing

64. Display appropriate materials on career and university options

65. Research

66. Drop out counselling

67. Rape

68. H.I.V. (AIDS)

69. Youth Emergency.Services.

70. Assist students in the Appeal process

71. Home study

72. Correspondance courses

73. Attend inservices

74. Student exchanges

75. Parent/student counselling

76. Teacher/student counselling

77. Report cards

78. Special needs students

79. Write Individual Educational Programs

80 Communicate student concerns to administration

81. Supervize counselling area at lunch and after school

82. Referral letters

83. Complete forms sent from Social Services for student assistance

84. Poor attendance

85. Organize the Divisional Career fair every second year

86. Resource person for health classes

87. Report to teachers on students concerns

88. Administer psychological testing such as WISC-R or WAIS-R

89 Assist with development of school timetable

90. Coordinate standardized testing such as Canadian Achievement

91. Birth control information

92. Pregnancy options

93. Graduation ceremonies

94. Awards ceremonies

95. Student incentive program

96. Students Against Drunk Drivers

97. Staff rep for parent advisory committee

98. Monitoring student attendance

99. Arrange for speakers

100. Administer career alternatives program

101. Field trips to University, Technical schools, etc.

102. Transcripts and registration forms

103. Calendar copies of post-secondary institutions

104. Prepare a data base for scholarships

105. Classroom visits on current issues

106. Staff inservicing

107. Doctors or consulting psychologists

108. Record keeping

109. Graduation requirements

110. Extra-curricular activities

111. Pro-active interventions such as substance abuse interventions

112. Establish trusting relationships with students

113. Students understanding on normal adolescent development

114. Student advocacy

115. Teach Career and Life Management course

116. American College entrance information

117. GED and TOEFL coordination

118. Group counselling

119. Educate staff on affective factors affecting students

120. Teach resume writing

121. Teach job searches techniques

Appendix B

JUNIOR HIGH TASK LIST--REVISED

1. Do conflict resolution with students.

2. Do conflict resolution between students and teachers in conflict.

3. Meet with individual students at their request to assist in career planning.

4. Provide presentations to grade nine students to give them information they need about high school programming (credit, diplomas, relationship between high school programs and post-secondary opportunities).

5. Attend counsellor information meetings at high schools.

6. Arrange for (and attend) student tours of their designated high school.

7. Arrange for presentations by high school counsellors at our school.

8. Arrange a parent meeting to inform them about high school registration and programming procedures.

9. Process student transfer requests and forward to high schools.

10. Meet with students to complete high school registration forms.

11. Meet with students to assist them in making programming decisions.

12. Promote and encourage appropriate students to apply for special programs such as honors, International Baccalaureate, and advanced placement courses.

13. Complete registrations for students applying to special programs.

14. Update computer records regularly to track which high school each grade nine student is attending, and to ensure each student is registered.

15. Communicate with high school counsellors about the appropriateness of specific programs for some individual students.

16. Distribute course verifications and timetables when received from high schools.

17. Provide students with phone numbers or other methods of contacting appropriate sources of assistance in the community.

18. Provide a meeting time and place for counsellor, social worker, or police personnel needing to meet with students.

19. Contact or consult with outside agencies and personnel, such as counsellors, social workers, or police personnel, on the behalf of students.

20. Keep up to date a bulletin board with career information and/or other student services related information.

21. Place posters around the school informing students of programs or initiatives appropriate to their needs.

22. Maintain a stock of brochures on a wide variety of adolescence and career related topics.

23. Set up a career information library which is available to students all year long.

24. Recruit, select, and train team members for Peer Support.

25. Plan and run Peer Support meetings and retreat.

26. Complete budget planning, fundraising and grant applications for Peer Support.

27. Provide assistance for Peer Support team members when they are dealing with a problem that they want help with.

28. Meet with the Principal, Assistant Principal, and Resource Teacher to discuss students whose progress is of concern.

29. Meet with students who are experiencing academic difficulty in order to develop an action plan for their success.

30. Make up and distribute interview slips and envelopes.

31. Complete and distribute request slips for each day's appointments.

32. Write occasional announcements about student services programs to keep students aware of what is available to them.

33. Provide and organize professional development workshops for teachers on student services related topics or techniques.

34. Monthly meetings with staff to keep them informed of information that can be shared for the benefit of students.

35. Explain the teacher referral process at pre-startup staff meeting.

36. Respond quickly to teacher referrals by interviewing students to discuss issues raised by the teacher.

37. Provide feedback to the teacher after a teacher requested student interview has been completed.

38. Visit grade six classes in the spring to show slides (or video) and discuss the changes between grade 6 and 7.

39. Assist with the grade 6 tours of the junior high school.

40. Visit grade six teachers to discuss incoming grade 7's and identify high needs kids.

41. Assist in placing students into homerooms (making up class lists).

42. Plan a 2 or 3 day transition unit, whereby grade 7's do not start regular classes until after completing a series of activities designed to inform them about life in junior high.

43. Plan the administration of group standardized achievement tests (such as CTBS, CCAT).

44. Administer catch up tests to students absent from standardized group testing.

45. Return testing materials for scoring when all standardized testing is completed.

46. Pass results of standardized group test scores on to teachers.

47. Meet with administration to prepare crisis contingency plans.

48. Meet with new students and a parent to complete registration forms, tour the school, and discuss special needs the student may have.

49. Arrange for a home room "buddy" or two to introduce new students and and help them find their way around.

50. Contact the previous school of new students for programming information if deemed appropriate.

51. Operate school-wide positive feedback programs for students.

52. Meet with parents or discuss concerns over the phone when they request a conference.

53. Be available at parent teacher interviews.

54. Contact parents by phone or letter when necessary to share concerns.

55. Provide brochures to parents on a variety of relevant topics.

56. Organize programs for parents on a variety of topics of interest to them.

57. Personal counselling with self esteem issues.

58. Personal counselling for depression.

59. Personal counselling with suicidal students.

60. Personal counselling for students struggling with anorexia or bulimia.

61. Setting up anger control programs.

62. Setting up study skills programs.

63. Setting up family violence awareness programs.

64. Working specifically with sex offenders.

65. Assisting students in finding work placements.

66. Dealing with students suffering loss such as divorce or death.

67. Personal counselling for students who have suffered physical, emotional or sexual abuse.

68. Counselling for students living in dysfunctional families.

69. Counselling with staff in providing a safe place to vent frustrations.

70. Assisting staff in dealing with behaviour difficulties with specific students.

71. Acting as a resource person in providing staff with ideas for dealing with families/parents.

72. Reviewing results of DAT's with students/parents.

73. Coordinate administration of Differential Aptitude Tests for grade 9 students.

74. Acting as a resource person for teachers teaching the health curriculum.

75. Make referrals to psychologists, psychiatrists, or other outside agencies or personnel.

76. Personal counselling for students relating to drug and/or alcohol abuse.

77. Assisting students with time management skills.

78. Do supervision (hallways, lunchroom, outside) before school, during lunch, or after school.

79. Attend monthly counsellor meetings.

80. Attend or supervise extra-curricular student activities.

81. Do individual intelligence testing.

82. Do individual achievement/diagnostic testing.

83. Do individual personality testing.

84. Do individual perceptual testing.

85. Do crisis intervention.

86. Provide assistance to new counsellors.

HIGH SCHOOL TASK LIST--REVISED

1. Educational options at colleges or post secondary institutions
2. Career options appropriate to interests and abilities
3. Family problems
4. Scholarship opportunities
5. Diploma requirements
6. Arrange Tutoring
7. Study skills instruction
8. Organizational/time management direction
9. Diagnostic testing
10. Academic programming
11. Relationship problems
12. Depression and self-esteem
13. Sexual abuse/assault
14. Pregnancy
15. Financial aid concerns
16. Behavior management
17. Crisis intervention
18. Referrals to appropriate agencies/services
19. Liason parents with support services
20. Conflict resolution

21. Representation on community committees
22. Consulting with parents and teachers
23. Develop teacher-advisor programs
24. Sexuality issues
25. Independence
26. Set up career fairs
27. Registering new students and returning students
28. Develop anti-smoking programs
29. Teach problem solving
30. Aptitude testing for careers
31. Peer issues
32. Diagnostic test interpretation
33. Loss/bereavement
34. Peer support programs
35. Conflict management workshop coordination
36. Guidance and counselling initiative meetings and workshops
37. Health fairs
38. Out of province transfer credits.
39. Yearly planning
40. Teach relaxation/stress reduction techniques
41. Listen to students concerns and determine needs

42. Providing names, phone numbers, brochures, business cards, etc.

43. Emotional support

44. Assisting students recognize strengths and potential

45. Suicide prevention

46. Teaching interpersonal skills

47. Teacher and parent referrals

48. Self Esteem

49. Strong Interest Test administration

50. Strong Interest Test interpretation

51. Supervise paper and pencil tests

52. Supervise computer assisted testing

53. Display appropriate materials on career and university options

54. Drop out counselling

55. H.I.V. (AIDS)

56. Youth Emergency.Services.

57. Assist students in the Appeal process

58. Home study

59. Correspondance courses

60. Attend inservices

61. Student exchanges

62. Parent/student counselling

63. Teacher/student counselling

64. Special needs students

65. Write Individual Educational Programs

66. Supervise counselling area at lunch and after school

67. Referral letters

68. Resource person for health classes

69. Report to teachers on students concerns

70. Administer psychological testing such as WISC-R or WAIS-R

71 Assist with development of school timetable

72. Coordinate standardized testing such as Canadian Achievement

73. Birth control information

74. Graduation ceremonies

75. Awards ceremonies

76. Student incentive program

77. Students Against Drunk Drivers

78. Monitoring student attendance

79. Arrange for speakers

80. Field trips to University, Technical schools, etc.

81. Transcripts and registration forms

82. Classroom visits on current issues

83. Staff inservicing

84. Doctors or consulting psychologists

85. Record keeping

86. Graduation requirements

87. Extra-curricular activities

88. Pro-active interventions such as substance abuse interventions

89. Establish trusting relationships with students

90. Students understanding on normal adolescent development

91. Student advocacy

92. Teach Career and Life Management course

93. GED and TOEFL coordination

94. Group counselling

95. Teach resume writing

96 Teach job searches techniques

Appendix C

COUNSELLOR QUESTIONNAIRE

The Department of Educational Psychology of the University of Alberta is developing a non thesis, non residence **Master's of Education** program in **School Counselling.**

To develop a curriculum relevant to the needs of school counsellors, we need the input of practising professionals. Please assist us by responding to the following. Your responses will be used in helping us select the topics that should be taught in a program that is responsive to the needs in the field. Your participation is strictly voluntary and there is no need for you to identify yourself.

1. At what level(s) do you work as a school counsellor?
   Elementary________ Junior High________ High School_________

2. What percentage of your workload is assigned to counselling? _________

3. How many years have you been employed as a school counsellor? ____________

4. Describe your highest level counsellor training.

   a. no formal training____________ b.inservice training__________

   c. 1 year graduate studies_______.d.completed a master's degree__________

   e. other (please describe)__________________

5. List the activities that you perform as a school counsellor. Try to be as explicit as possible, for example say "assist students in selecting a college to go to" rather than saying "educational counselling." Think of the wide variety of tasks that you perform, not just the activities that you do on a regular basis.

Thank you for your time and effort. Please return your responses to Dr. Calder in the stamped return envelope.

COUNSELLING ACTIVITIES

1.

2.

3.

4.

5.

Etc. Please use back and/or additional pages.

Counsellor Survey

A survey of school counsellors in Alberta has recently been carried out asking them to describe the different activities in which they were involved as counsellors. Based on this initial survey this follow-up questionnaire has been developed.

If you are a school counsellor you are asked to rate the frequency to which you as a counsellor are involved in each of the activities as well as the priority of addressing these topics as part of the counsellor training curriculum. After rating the **frequency** to which you are involved with the different activities rate the **priority** that you would place on having these activities taught in a counsellor training program. Your participation is strictly voluntary and there is no need for you to identify yourself.

The results of this survey are to be used to assist the Department of Educational Psychology of the University of Alberta in developing their new course based Master's degree in School Counselling. We would appreciate receiving the results by July 1, 1993.

Circle the appropriate number (1-5), rating the **frequency** that you as a school counsellor are involved in the following activities; then rate the **priority** that should be placed in teaching counsellors how to deal with that activity. **Only fill out the questions that pertain to the level at which you are counselling** .

On the back of an answer sheet list any activitites that you are involved in as a counsellor that have not alredy been mentioned.

FREQUENCY	**PRIORITY**
5. Done frequently	5. Must be taught
4. Done quite often	4. Should be taught
3. Occasionally	3. Preferably taught
2. Rarely done	2. Only if time permits
1. Never	1. Should be left out

Thank you for your assistance. Please return the answered questionnaire to Prof. Calder in the enclosed stamped envelope .

TASK LIST: JUNIOR HIGH SCHOOL COUNSELLING

	FREQUENCY	PRIORITY
1. Do conflict resolution with students.	1 2 3 4 5	1 2 3 4 5
2. Do conflict resolutionbetween students and teachers in conflict.	1 2 3 4 5	1 2 3 4 5
3. Meet with individual students at their request to assist in career planning.	1 2 3 4 5	1 2 3 4 5
4. Provide presentations to grade nine students to give them information they need about high school programming (credit, diplomas, relationship between high school programs and post-secondary opportunities).	1 2 3 4 5	1 2 3 4 5
5. Attend counsellor information meetings at high schools.	1 2 3 4 5	1 2 3 4 5
6. Arrange for (and attend) student tours of their designated high school.	1 2 3 4 5	1 2 3 4 5
7. Arrange for presentations by high school counsellors at our school.	1 2 3 4 5	1 2 3 4 5
8. Arrange a parent meeting to inform them about high school registration and programming procedures.	1 2 3 4 5	1 2 3 4 5
9. Process student transfer requests and forward to high schools.	1 2 3 4 5	1 2 3 4 5
10. Meet with students to complete high school registration forms.	1 2 3 4 5	1 2 3 4 5
11. Meet with students to assist them in making programming decisions.	1 2 3 4 5	1 2 3 4 5
12. Promote and encourage appropriate students to apply for special programs such as honors, International Baccalaureate, and advanced placement courses.	1 2 3 4 5	1 2 3 4 5
13. Complete registrations for students applying to special programs.	1 2 3 4 5	1 2 3 4 5

14. Update computer records regularly to track which high school each grade nine student is attending, and to ensure each student is registered.	1 2 3 4 5	1 2 3 4 5
15. Communicate with high school counsellors about the appropriateness of specific programs for some individual students.	1 2 3 4 5	1 2 3 4 5
16. Distribute course verifications and timetables when received from high schools.	1 2 3 4 5	1 2 3 4 5
17. Provide students with phone numbers or other methods of contacting appropriate sources of assistance in the community.	1 2 3 4 5	1 2 3 4 5
18. Provide a meeting time and place for counsellor, social worker, or police personnel needing to meet with students.	1 2 3 4 5	1 2 3 4 5
19. Contact or consult with outside agencies and personnel, such as counsellors, social workers, or police personnel, on the behalf of students.	1 2 3 4 5	1 2 3 4 5
20. Keep up to date a bulletin board with career information and/or other student services related information.	1 2 3 4 5	1 2 3 4 5
21. Place posters around the school informing students of programs or initiatives appropriate to their needs.	1 2 3 4 5	1 2 3 4 5
22. Maintain a stock of brochures on a wide variety of adolescence and career related topics.	1 2 3 4 5	1 2 3 4 5
23. Set up a career information library which is available to students all year long.	1 2 3 4 5	1 2 3 4 5
24. Recruit, select, and train team members for Peer Support.	1 2 3 4 5	1 2 3 4 5
25. Plan and run Peer Support meetings and retreat.	1 2 3 4 5	1 2 3 4 5
26. Complete budget planning, fundraising and grant applications for Peer Support.	1 2 3 4 5	1 2 3 4 5
27. Provide assistance for Peer Support team members when they are dealing with a problem that they want help with.	1 2 3 4 5	1 2 3 4 5

28. Meet with the Principal, Assistant Principal, and Resource Teacher to discuss students whose progress is of concern.	1 2 3 4 5	1 2 3 4 5
29. Meet with students who are experiencing academic difficulty in order to develop an action plan for their success.	1 2 3 4 5	1 2 3 4 5
30. Make up and distribute interview slips and envelopes.	1 2 3 4 5	1 2 3 4 5
31. Complete and distribute request slips for each day's appointments.	1 2 3 4 5	1 2 3 4 5
32. Write occasional announcements about student services programs to keep students aware of what is available to them.	1 2 3 4 5	1 2 3 4 5
33. Provide and organize professional development workshops for teachers on student services related topics or techniques.	1 2 3 4 5	1 2 3 4 5
34. Monthly meetings with staff to keep them informed of information that can be shared for the benefit of students.	1 2 3 4 5	1 2 3 4 5
35. Explain the teacher referral process at pre-startup staff meeting.	1 2 3 4 5	1 2 3 4 5
36. Respond quickly to teacher referrals by interviewing students to discuss issues raised by the teacher.	1 2 3 4 5	1 2 3 4 5
37. Provide feedback to the teacher after a teacher requested student interview has been completed.	1 2 3 4 5	1 2 3 4 5
38. Visit grade six classes in the spring to show slides (or video) and discuss the changes between grade 6 and 7.	1 2 3 4 5	1 2 3 4 5
39. Assist with the grade 6 tours of the junior high school.	1 2 3 4 5	1 2 3 4 5
40. Visit grade six teachers to discuss incoming grade 7's and identify high needs kids.	1 2 3 4 5	1 2 3 4 5
41. Assist in placing students into homerooms (making up class lists).	1 2 3 4 5	1 2 3 4 5

42. Plan a 2 or 3 day transition unit, whereby grade 7's do not start regular classes until after completing a series of activities designed to inform them about life in junior high.	1 2 3 4 5	1 2 3 4 5
43. Plan the administration of group standardized achievement tests (such as CTBS, CCAT).	1 2 3 4 5	1 2 3 4 5
44. Administer catch up tests to students absent from standardized group testing.	1 2 3 4 5	1 2 3 4 5
45. Return testing materials for scoring when all standardized testing is completed.	1 2 3 4 5	1 2 3 4 5
46. Pass results of standardized group test scores on to teachers.	1 2 3 4 5	1 2 3 4 5
47. Meet with administration to prepare crisis contingency plans.	1 2 3 4 5	1 2 3 4 5
48. Meet with new students and a parent to complete registration forms, tour the school, and discuss special needs the student may have.	1 2 3 4 5	1 2 3 4 5
49. Arrange for a home room "buddy" or two to introduce new students and and help them find their way around.	1 2 3 4 5	1 2 3 4 5
50. Contact the previous school of new students for programming information if deemed appropriate.	1 2 3 4 5	1 2 3 4 5
51. Operate school-wide positive feedback programs for students.	1 2 3 4 5	1 2 3 4 5
52. Meet with parents or discuss concerns over the phone when they request a conference.	1 2 3 4 5	1 2 3 4 5
53. Be available at parent teacher interviews.	1 2 3 4 5	1 2 3 4 5
54. Contact parents by phone or letter when necessary to share concerns.	1 2 3 4 5	1 2 3 4 5
55. Provide brochures to parents on a variety of relevant topics.	1 2 3 4 5	1 2 3 4 5
56. Organize programs for parents on a variety of topics of interest to them.	1 2 3 4 5	1 2 3 4 5

57. Personal counselling with self esteem issues.	1 2 3 4 5	1 2 3 4 5
58. Personal counselling for depression.	1 2 3 4 5	1 2 3 4 5
59. Personal counselling with suicidal students.	1 2 3 4 5	1 2 3 4 5
60. Personal counselling for students struggling with anorexia or bulimia.	1 2 3 4 5	1 2 3 4 5
61. Setting up anger control programs.	1 2 3 4 5	1 2 3 4 5
62. Setting up study skills programs.	1 2 3 4 5	1 2 3 4 5
63. Setting up family violence awareness programs.	1 2 3 4 5	1 2 3 4 5
64. Working specifically with sex offenders.	1 2 3 4 5	1 2 3 4 5
65. Assisting students in finding work placements.	1 2 3 4 5	1 2 3 4 5
66. Dealing with students suffering loss such as divorce or death.	1 2 3 4 5	1 2 3 4 5
67. Personal counselling for students who have suffered physical, emotional or sexual abuse.	1 2 3 4 5	1 2 3 4 5
68. Counselling for students living in dysfunctional families.	1 2 3 4 5	1 2 3 4 5
69. Counselling with staff in providing a safe place to vent frustrations.	1 2 3 4 5	1 2 3 4 5
70. Assisting staff in dealing with behaviour difficulties with specific students.	1 2 3 4 5	1 2 3 4 5
71. Acting as a resource person in providing staff with ideas for dealing with families/parents.	1 2 3 4 5	1 2 3 4 5
72. Reviewing results of DAT's with students/parents.	1 2 3 4 5	1 2 3 4 5
73. Coordinate administration of Differential Aptitude Tests for grade 9 students.	1 2 3 4 5	1 2 3 4 5
74. Acting as a resource person for teachers teaching the health curriculum.	1 2 3 4 5	1 2 3 4 5
75. Make referrals to psychologists, psychiatrists, or other outside agencies or personnel.	1 2 3 4 5	1 2 3 4 5
76. Personal counselling for students relating to drug and/or alcohol abuse.	1 2 3 4 5	1 2 3 4 5

77. Assisting students with time management skills. 1 2 3 4 5 1 2 3 4 5

78. Do supervision (hallways, lunchroom, outside) before school, during lunch, or after school. 1 2 3 4 5 1 2 3 4 5

79. Attend monthly counsellor meetings. 1 2 3 4 5 1 2 3 4 5

80. Attend or supervise extra-curricular student activities. 1 2 3 4 5 1 2 3 4 5

81. Do individual intelligence testing. 1 2 3 4 5 1 2 3 4 5

82. Do individual achievement/diagnostic testing. 1 2 3 4 5 1 2 3 4 5

83. Do individual personality testing. 1 2 3 4 5 1 2 3 4
5

84. Do individual perceptual testing. 1 2 3 4 5 1 2 3 4 5

85. Do crisis intervention. 1 2 3 4 5 1 2 3 4 5

86. Provide assistance to new counsellors. 1 2 3 4 5 1 2 3 4 5

Task List: High School Counsellor

	FREQUENCY	PRIORITY
1. Educational options at colleges or post secondary institutions	1 2 3 4 5	1 2 3 4 5
2. Career options appropriate to interests and abilities	1 2 3 4 5	1 2 3 4 5
3. Family problems	1 2 3 4 5	1 2 3 4 5
4. Scholarship opportunities	1 2 3 4 5	1 2 3 4 5
5. Diploma requirements	1 2 3 4 5	1 2 3 4 5
6. Arrange Tutoring	1 2 3 4 5	1 2 3 4 5
7. Study skills instruction	1 2 3 4 5	1 2 3 4 5
8. Organizational/time management direction	1 2 3 4 5	1 2 3 4 5
9. Diagnostic testing	1 2 3 4 5	1 2 3 4 5
10. Academic programming	1 2 3 4 5	1 2 3 4 5
11. Relationship problems	1 2 3 4 5	1 2 3 4 5
12. Depression and self-esteem	1 2 3 4 5	1 2 3 4 5
13. Sexual abuse/assault	1 2 3 4 5	1 2 3 4 5
14. Pregnancy	1 2 3 4 5	1 2 3 4 5
15. Financial aid concerns	1 2 3 4 5	1 2 3 4 5
16. Behavior management	1 2 3 4 5	1 2 3 4 5
17. Crisis intervention	1 2 3 4 5	1 2 3 4 5
18. Referrals to appropriate agencies/services	1 2 3 4 5	1 2 3 4 5
19. Liason parents with support services	1 2 3 4 5	1 2 3 4 5
20. Conflict resolution	1 2 3 4 5	1 2 3 4 5
21. Representation on community committees	1 2 3 4 5	1 2 3 4 5
22. Consulting with parents and teachers	1 2 3 4 5	1 2 3 4 5
23. Develop teacher-advisor programs	1 2 3 4 5	1 2 3 4 5
24. Sexuality issues	1 2 3 4 5	1 2 3 4 5
25. Independence	1 2 3 4 5	1 2 3 4 5
26. Set up career fairs	1 2 3 4 5	1 2 3 4 5
27. Registering new students and returning students	1 2 3 4 5	1 2 3 4 5
28. Develop anti-smoking programs	1 2 3 4 5	1 2 3 4 5
29. Teach problem solving	1 2 3 4 5	1 2 3 4 5
30.. Aptitude testing for careers	1 2 3 4 5	1 2 3 4 5
31. Peer issues	1 2 3 4 5	1 2 3 4 5
32. Diagnostic test interpretation	1 2 3 4 5	1 2 3 4 5
33. Loss/bereavement	1 2 3 4 5	1 2 3 4 5
34. Peer support programs	1 2 3 4 5	1 2 3 4 5
35. Conflict management workshop coordination	1 2 3 4 5	1 2 3 4 5
36. Guidance and counselling initiative meetings and workshops	1 2 3 4 5	1 2 3 4 5
37. Health fairs	1 2 3 4 5	1 2 3 4 5
38. Out of province transfer credits.	1 2 3 4 5	1 2 3 4 5
39. Yearly planning	1 2 3 4 5	1 2 3 4 5
40. Teach relaxation/stress reduction techniques	1 2 3 4 5	1 2 3 4 5
41. Listen to students concerns and determine needs	1 2 3 4 5	1 2 3 4 5
42. Providing names, phone numbers, brochures, business cards, etc.	1 2 3 4 5	1 2 3 4 5

43.	Emotional support	1 2 3 4 5	1 2 3 4 5
44.	Assisting students recognize strengths and potential	1 2 3 4 5	1 2 3 4 5
45.	Suicide prevention	1 2 3 4 5	1 2 3 4 5
46.	Teaching interpersonal skills	1 2 3 4 5	1 2 3 4 5
47.	Teacher and parent referrals	1 2 3 4 5	1 2 3 4 5
48.	Self Esteem	1 2 3 4 5	1 2 3 4 5
49.	Strong Interest Test administration	1 2 3 4 5	1 2 3 4 5
50.	Strong Interest Test interpretation	1 2 3 4 5	1 2 3 4 5
51.	Supervise paper and pencil tests	1 2 3 4 5	1 2 3 4 5
52.	Supervise computer assisted testing	1 2 3 4 5	1 2 3 4 5
53.	Display appropriate materials on career and university options	1 2 3 4 5	1 2 3 4 5
54.	Drop out counseling	1 2 3 4 5	1 2 3 4 5
55.	H.I.V. (AIDS)	1 2 3 4 5	1 2 3 4 5
56.	Youth Emergency.Services.	1 2 3 4 5	1 2 3 4 5
57.	Assist students in the Appeal process	1 2 3 4 5	1 2 3 4 5
58.	Home study	1 2 3 4 5	1 2 3 4 5
59.	Correspondance courses	1 2 3 4 5	1 2 3 4 5
60.	Attend inservices	1 2 3 4 5	1 2 3 4 5
61.	Student exchanges	1 2 3 4 5	1 2 3 4 5
62.	Parent/student counseling	1 2 3 4 5	1 2 3 4 5
63.	Teacher/student counseling	1 2 3 4 5	1 2 3 4 5
64.	Special needs students	1 2 3 4 5	1 2 3 4 5
65.	Write Individual Educational Programs	1 2 3 4 5	1 2 3 4 5
66.	Supervize counselling area at lunch and after school	1 2 3 4 5	1 2 3 4 5
67.	Referral letters	1 2 3 4 5	1 2 3 4 5
68.	Resource person for health classes	1 2 3 4 5	1 2 3 4 5
69.	Report to teachers on students concerns	1 2 3 4 5	1 2 3 4 5
70.	Administer psychological testing such as WISC-R or WAIS-R	1 2 3 4 5	1 2 3 4 5
71	Assist with development of school timetable	1 2 3 4 5	1 2 3 4 5
72.	Coordinate standardized testing such as Canadian Achievement	1 2 3 4 5	1 2 3 4 5
73.	Birth control information	1 2 3 4 5	1 2 3 4 5
74.	Graduation ceremonies	1 2 3 4 5	1 2 3 4 5
75.	Awards ceremonies	1 2 3 4 5	1 2 3 4 5
76.	Student incentive program	1 2 3 4 5	1 2 3 4 5
77.	Students Against Drunk Drivers	1 2 3 4 5	1 2 3 4 5
78.	Monitoring student attendance	1 2 3 4 5	1 2 3 4 5
79.	Arrange for speakers	1 2 3 4 5	1 2 3 4 5
80.	Field trips to University, Technical schools, etc.	1 2 3 4 5	1 2 3 4 5
81.	Transcripts and registration forms	1 2 3 4 5	1 2 3 4 5
82.	Classroom visits on current issues	1 2 3 4 5	1 2 3 4 5
83.	Staff inservicing	1 2 3 4 5	1 2 3 4 5
84.	Doctors or consulting psychologists	1 2 3 4 5	1 2 3 4 5
85.	Record keeping	1 2 3 4 5	1 2 3 4 5
86.	Graduation requirements	1 2 3 4 5	1 2 3 4 5
87.	Extra-curricular activities	1 2 3 4 5	1 2 3 4 5
88.	Pro-active interventions such as substance abuse interventions	1 2 3 4 5	1 2 3 4 5

89.	Establish trusting relationships with students	1 2 3 4 5	1 2 3 4 5
90.	Students understanding on normal adolescent development	1 2 3 4 5	1 2 3 4 5
91.	Student advocacy	1 2 3 4 5	1 2 3 4 5
92.	Teach Career and Life Management course	1 2 3 4 5	1 2 3 4 5
93.	GED and TOEFL coordination	1 2 3 4 5	1 2 3 4 5
94.	Group counseling	1 2 3 4 5	1 2 3 4 5
95.	Teach resume writing	1 2 3 4 5	1 2 3 4 5
96	Teach job searches techniques	1 2 3 4 5	1 2 3 4 5